# REPORT ON LANGUAGE MAPPING IN THE REGIONS OF FATICK, KAFFRINE AND KAOLACK

# LECTURE POUR TOUS

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Lecture Pour Tous

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# ACRONYMS AND ABBREVIATIONS

ACCT            *Agence de Coopération Culturelle et Technique*

ADLAS           *Association pour le Développement de la Langue Saafi*

APE/AME         *Association des Parents/Mères d'Elèves*

ARED            Associaties in Research for Education and Development

CNRE            *Centre National de Ressources Educationnelles*

DALN            *Direction de l'Alphabétisation et des Langues Nationales*

DEE             *Direction de l'Enseignement Elémentaire*

DFC             *Direction de la Formation et de la Communication*

ELAN            *Ecole et Langues Nationales*

EMIL            *Education Multilingue*

IA              *Inspection d'Académie*

IEF             *Inspection de l'Education et de la Formation*

INEADE          *Institut National d'Etude et d'Action pour le Développement de l'Education*

IOF             International Organization of La Francophonie

LOI             language of instruction

LPT             Lecture pour Tous

MEL             Monitoring, Evaluation and Learning
MEN             *Ministère de l'Education Nationale*

NGO             Non-Governmental Organization

PAQUET          *Programme d'Amélioration de la Qualité de de l'Equité et de la Transparence*

PDEF            *Programme de Développement de l'Education et de la Formation*

UNESCO          United Nations Educational, Scientific and Cultural Organization

USAID           United States Agency for International Development

WB              World Bank

# 1. EXECUTIVE SUMMARY

**Context and objectives**

Several experiences in Senegal and elsewhere have shown that learning in a language that children master well when they start school enables them to understand better and facilitates their knowledge acquisition. Based on this understanding, the Government of Senegal has decided to invest in the teaching of early grade reading through adopting a bilingual approach using national languages, with assistance from USAID through the program Lecture Pour Tous (2016-2021).

The Lecture Pour Tous program supports early grade reading instruction in Wolof, Seerer and Pulaar in what will be a total of 6 regions with direct technical and financial assistance and an additional seventh region with technical assistance. For the first cohort of classes that started in the school year 2017/2018, one of the greatest challenges was to choose the appropriate national language of instruction for Grade 1 reading in each of the 1,115 schools covered by the Lecture Pour Tous program in the first year. To obtain information about the languages spoken in school by students and teachers, and to get the community involved in choosing the language of instruction, the program, working closely with the MEN, carried out a language mapping study.

The study was conducted in three regions, Kaolack, Kaffrine and Fatick, to determine which of the three national languages to choose for each of the schools in the first cohort who will be included in the program for the 2017/2018 school year. Matam was not visited because the program had not yet launched in this region at the time of the study and we did not yet have authorization to undertake this research there in time for the 2017/2018 school year. For this first exercise, the field research focused only on areas with relative linguistic variety, which covered 427 of the 1115 schools of the first Lecture Pour Tous cohort.

According to USAID's contract for Lecture Pour Tous, the purpose of the mapping exercise was to "determine the languages and the majority language spoken by both teachers and students at the school level in the target regions… [and that] the language of instruction to be used [in schools was to be] decided on a community by community basis by community members" (Senegal All Children Reading contract, Section C.1.3.2). On the other hand, the contract also states that "mapping the 'language in common' of students and teachers" should also be used "to enable the MOE to determine the language that should be used for early grade reading instruction in each of its schools" (contract Section C.3.2.1).

These mandates raise two critical issues. The first: whether the language in common between student and a given teacher posted at that school at a given point of time should drive the final decision on the national language of instruction (LOI) for a school-community, as opposed to the majority language shared by the early grade students themselves. In the process of trying to make decisions on the LOI for each targeted school this year, most stakeholders were driven by determining the majority language for students. The MEN (at the level of the IEF and school directors) then worked to assign teachers who spoke that majority language to the Grade 1 classrooms for the 2017/2018 school year. Second: the question of who actually makes the final decision – whether the community or the MEN in

some authority (whether in the person of the school director or IEF) – was also a critical issue. This year, the decisions in nearly all cases came down to the MEN. The Lecture Pour Tous program has subsequently flagged this question as a priority policy issue for the coming year, with the goal of helping the MEN decide what will be the information-gathering (mapping) and decision-making process for determining the LOI for early grade reading in time to have clarity on this well in advance of the 2018/2019 school year.

The data set gathered through the language mapping exercise adds to two other sources of information used to determine or confirm the national language selected for early grade reading in the first cohort of Lecture Pour Tous schools. The first stems from efforts to determine a) the national languages that would be used for early grade reading instruction as was needed to establish the sampling frame for the baseline early grade reading assessment (EGRA), and b) the estimates of the quantity of teaching and learning materials needed per national language for the 2017/2018 school year. In order to serve these purposes, LOI estimates were needed early in 2017 – before Lecture Pour Tous was authorized to conduct activities, including language mapping, in the regions. For that reason, the Lecture Pour Tous team undertook extensive fact-seeking from multiple sources including well-informed agents of the *Direction de l'Alphabétisation et des Langues Nationales* (DALN) and *Inspections de l'Education et de la Formation* (IEFs), as well as mayors, school directors, and others. This information was then used to identify what the MEN thought to be the right national language for use for early grade reading instruction in each of the 1115 schools participating in Lecture Pour Tous program for the 2017/2018 school year. Later, the list of identified early grade reading LOI per school that came out of that original exercise was updated through ground-truthing with school directors and teachers during the Learning Pour Tous training cycle in September/October 2017. This constituted the second source of information used to confirm the selected LOIs per school, which was then cross-checked by the results of the language mapping exercise.

The present study is the first of two language mapping exercises that Lecture Pour Tous is slated to help the MEN conduct. The forthcoming mapping exercise for the public primary schools targeted by the program in the six regions of Kaolack, Kaffrine, Fatick, Matam, Diourbel and Louga (and, through advisement only, for St. Louis), and that will be starting the program in school year 2018/2019, will be conducted early in the coming year, following the process to be clarified in advance with the MEN. This will be done to determine LOI for early grade reading in national languages in time for the procurement of language-specific student and teacher materials for these regions as well as to inform teacher deployment to the targeted classrooms.

**Research questions**

The research questions for this first language mapping exercise to inform the choice of LOI for early grade reading in national languages addressed three target groups: students, teachers and school directors, and communities. The questions were as follows:

1. In each targeted school, what is the common national language spoken by students in the schoolyard?
2. Is the common national language used in the schoolyard the same as the most common national language in the local environment?
3. Which national languages do teachers use occasionally in class to facilitate teaching in French?
4. Which of the three national languages would the school-community like to choose for the teaching of early grade reading?
5. How many teachers in a school already master well the national language deemed to be the language in common for students chosen for the school? Which other languages do they master and what is their degree of proficiency?

**Methodology**

The research tools were developed by INEADE, with assistance from the Lecture Pour Tous team and its designated research advisor for this excercise. The study was done in 487 schools in the Fatick, Kaolack and Kaffrine regions, based on the strategic decision to target field-based data collection in zones thought to be more linguistically homogenous. This determination was made by data collected earlier in 2017 prior to the early grade reading assessment (EGRA) baseline from DALN staff at IEF level working on literacy programs for parents and thus being knowledgeable of the linguistic situation in the communities. For some schools, information on majority languages was double-checked at that time through phone calls with school directors and mayors. Then, in the subset of school-communities targeted by the field-based language mapping, enumerators interviewed school directors, teachers and the communities. The data gathered through questionnaires and focus group discussions were entered electronically into a database and analyzed with various tools.

This report includes a detailed description of the research methods used to collect and analyze all the data (qualitative and quantitative) gathered as part of this study, with findings and analysis in relation to the study's research questions.

The approach suggested by the expert group who prepared the initial terms of reference for the study was to include direct observation of students in the school yard in order to determine the language in common of students. Teachers' language skills in the three national languages covered by the program were to be tested and then self-reported through a questionnaire. In addition, the school community was consulted on the choice of the language of instruction for the school through focus group discussions with representatives of the community, i.e members of the school management committee, of parent teacher organisations, individual parents, members of community associations, religious leaders, local administrators and dignitaries.

Findings from this teacher, director, and community member interviews/focus groups were compared with the results of the other two phases of information-collection to determine the language of instruction in the first cohort of schools covered by the program in 2017/2018 – that done for the EGRA and materials and then from the training cycle.

## Limitations of the study

There are a few limitations of this study. First, it would have been necessary to conduct the mapping exercise back in March 2017 or earlier to have fully informed the national language LOI for early grade reading as was needed to determine the sampling frame for the EGRA baseline conducted in May 2017, the procurement of language-specific quantities of student and teacher materials for the 2017/2018 school year, the deployment of teachers to the targeted classrooms and the language-specific training on the new reading model and materials conducted before the beginning of the school year. Unfortunately this was not possible due to delays introducing the Lecture Pour Tous program in the regions and a moratorium set by the MEN on any program-related work done in the regions before the first official visits were conducted. Secondly, it took more time than anticipated to reach an agreement between different partners on the financial and logistical organization of the study, particularly during a period when Lecture Pour Tous thought it would have less funding for research due to an anticipated scale-back of the program. For these reasons, the study took place in June during a week in which students and some teachers were away.

For these reasons, we were unable to conduct direct observation of language-use among students in the schoolyard and to complete a quick linguistic test of the teachers to assess their proficiency in the national language likely to be chosen for the school, both of which were methods included in the study's initial terms of reference. Thus, it is important to note that the data gathered about the national language shared by the students is second-hand, as reported by community members, teachers and directors. Equally for teachers' language skills, only their self-reported proficiency could be considered.

## Presentation of results

*National language shared by the students in school*: According to the school directors, Sereer is the language spoken most commonly in the schoolyard in the Fatick region and in the Kaolack region. However, in the Kaffrine region, Pulaar is the most frequently used language. There were exceptions to these general rules in a number of cases, as outlined in the detailed findings.

*Is the common national language used in the schoolyard the same as the most common national language in the local environment?* According to the Directors, several languages are used concomitantly in most localities of the three IA. But everywhere, the most commonly spoken language in the school environment was determined to also be the most commonly spoken language in the schoolyard.

*National language used by teachers in class to facilitate students' learning in French:* National languages are often used informally in class by the teachers to facilitate learning in French, especially in the early grades. Wolof is the language most widely used, followed by Sereer and Pulaar. Wolof is mostly used in regions where Wolof or Pulaar is the language chosen by the community for the schools. However, in regions where Sereer is the language most often chosen by the community, Sereer is also the language most widely used by teachers in class.

*How many teachers per school already master well the national language to be chosen for the school? What other languages do they use and what is their degree of proficiency?* One of the main criteria the MEN advised using to assign teachers to CI classes in the program in schools in 2017/2018 was their oral mastery of the national language identified for the schools according to the information gathering conducted in April in time for the EGRA sampling and tender for teaching and learning materials. The questionnaire distributed during the language mapping exercise included questions for teachers to exercise their language abilities in the language chosen for a given school. Although not all teachers of a given school answered the questionnaire, almost all schools have at least one teacher with very good oral mastery of the national language chosen in the IEF of Gossas, Foundioune, Diofor, Fatick and Kaolack. But more than half of the schools in Koungheul, Malem Hodar, Kaffrine, did not have a teacher proficient in the selected national language among the teachers surveyed in the school. According to information provided by Lecture Pour Tous, almost all schools were able, however, to designate a teacher with sufficient language skills to take over the class of CI. A ministerial note sent on July 28, 2017 had asked all school directors to designate a teacher. In only two or three cases the IEF and IA had to be contacted to organize a transfer of a teacher because no teacher with the adequate language skills was available in the school.

*School directors' skills in national languages*: The proficiency of school directors in the national language to be chosen by the school is important as they are called on to replace absent teachers and are also responsible for leading and supervising teachers, especially the younger ones. The findings of the study show that an average of 74% of the school directors speak the language chosen by the community for the school well.

*Which language would the school community like to choose for the teaching of early grade reading? Is this language the same as that chosen by MEN representatives (IEF, etc.) for teaching early grade reading in the pilot classes in the 2017/2018 school year?* The results of the mapping exercise detailed in this report includes a list of the language chosen by the community for each school. We compared the language chosen by the community with the language the IEF had selected prior to the language mapping study (as needed for the EGRA sample, procurement of teaching and learning materials, and teacher assignment to the targeted CI classes and related training in October).

In 53 schools out of 428, the community chose a different language than the one the IEF had selected prior to the mapping exercise. We furthermore compared the mapping exercise results with the final list of LOI languages as they are currently being introduced in the first cohort of CI classes, per data obtained from the round of training in September and October. This second comparison shows that the correction undertaken by the program based on the information collected from school directors and teachers during the training sessions already eliminated half of the cases. However, there are still 27 schools in which the choice of the community does not correspond to the language that is now being used since the beginning of the 2017/2018 school year. According to information gathered from school directors of some of the 27 schools where the LOI was not the same as language chosen by the community, and from Lecture Pour Tous staff at the regional levels, the program seems to run smoothly in all the schools. Although the language of instruction used is finally not the one chosen by the community, this decision seems to have been accepted by the parents and

wider school community. As can be seen in the data collected through focus groups, the argument of the focus group often turned around community language vs. language of wider communication.  This might explain why either of the two languages could be accepted by the community.

*Additional findings.*

Overall, 83.7 % of teachers on average across the three regions reported they would have moderate to very high difficulty teaching in the national languages. Only a small percentage (15.2% on average) reported no difficulties. This matches the findings from the EGRA baseline as well.

The study observed that 11% of school directors acknowledge they would have very high difficulty teaching in the national languages and 28.3% say they would have a high degree of difficulty. Only 20.37% indicate they would not have any difficulty teaching the national languages.


## Conclusion

This initial language mapping exercise provided a better understanding of the linguistic profiles of many school-communities targeted by the Lecture Pour Tous program, of the languages spoken in the school environment and of language skills of school directors and teachers. The communities appreciated being consulted on the language to be chosen for their schools.

## Recommendations

*With regard to policy related to selecting the language of instruction:*

1. A decision will need to be reached within the MEN, in accordance with LPT, on whether data will be collected by external enumerators in 100% of school communities in all LPT regions or whether everyone can agree on identifying through other means (existing linguistic maps, consultations with DALN representatives in IEFs, etc.) zones that are known to be generally linguistically homogenous and then agree on a differentiated methodology for verifying and determining the LOI in those zones versus in zones determined to be more linguistically heterogeneous.

2. A decision needs to be reached related to whether the language in common between student and a given teacher posted at that school at a given point of time could drive the final decision on the national LOI for a school-community, as opposed to the majority language shared by the early grade students themselves. In the process of trying to make decisions on the LOI for each targeted school this year, most stakeholders were driven by the issue of the majority language for students and the MEN (at the level of the IA, IEF and school directors) then worked to assign teachers who spoke that majority language to that grade for the 2017/2018 school year.

3. A decision also needs to be reached regarding who makes the final decision on the choice of language – whether the community or a MEN representative (whether the

school director or IEF). This year, the decisions in nearly all cases came down to the MEN. The Lecture Pour Tous program has subsequently flagged this question as a priority policy issue for the coming year, with the goal of helping the MEN decide the LOI information-gathering (mapping) and decision-making process in time to have clarity well in advance of the 2018/2019 school year.

4. Once determined, the national language selected as the LOI for early grade reading should be included with Geographic Information Systems (GIS) data for each school-community in the Lecture Pour Tous and MEN school mapping systems.

5. A policy decision will be needed regarding in-service training provided to all teachers in the use of national languages for instruction, particularly given that the findings of this study corroborate those from the EGRA baseline, and show that teachers generally anticipate difficulty teaching in a national language.

*With regard to language mapping study design:*

1. Given the limits of the present study, it will be crucial to carefully plan the next study to be able to follow the full mapping methodology as recommended and in keeping with policy decisions made by the MEN in terms of who has the final word on selecting the LOI for early grade reading in national languages, following what process and based on which data. Ideally, this will include both direct observations of language use of students in the schoolyard, for those school-communities identified to be in potentially linguistically heterogeneous areas, as well as short language tests for teachers. Wherever possible, self-declarations by study subjects should be triangulated with other data to improve the validity of these data.
2. The training of the enumerators is very important for quality data collection and for inter-rater reliability. This is particularly relevant for leading the focus group discussions. The way in which the program and its purpose are presented to the community determine to a large extent their reactions.
3. Associating IEF inspectors in the selection and training of enumerators and the supervision of the data collection proved to be a very relevant approach and should be continued.
4. Data collected through focus group discussions is very rich. Sufficient time and budget needs to be allowed for the transcription of the discussions and a detailed content analysis of the transcriptions.
5. In addition to the focus group discussion data, answers to open questions in the questionnaire should be further analysed. This qualitative data gives interesting insights into the perceptions and opinions of stakeholders related to the new reading program and the bilingual approach.
6. The next language mapping will be conducted when the first cohort of teachers will have started in the first program schools. Lessons learnt from this first experience should be integrated into the study design.

# 2. INTRODUCTION

The use of national languages at scale in the early grades of public primary school, starting with their use to improve student reading performance, is a new and critical policy decision for the Senegalese government. Several experiences in Senegal[1] and elsewhere have shown that learning in the national languages or in the languages in which children are most proficient when they start school enables them to understand better and facilitates their knowledge acquisition. This is particularly relevant for the acquisition of basic skills such as reading which are crucial for all further learning. Based on this understanding, the Government of Senegal decided to invest in particular in improving the teaching of reading and to do this through adopting a bilingual approach based on the teaching in national languages in early grades and then making the transfer to French. This investment is receiving assistance from USAID through Lecture Pour Tous program (2016-2021).

The Lecture Pour Tous program supports early grade reading instruction in Wolof, Seerer and Pulaar in what will be a total of 6 regions with direct technical and financial assistance and an additional seventh region with technical assistance. For the first cohort of classes that started in the school year 2017/2018, one of the greatest challenges was to choose the appropriate national language of instruction for Grade 1 reading in each of the 1,115 schools covered by the Lecture Pour Tous program in the first year. To obtain information about the languages spoken in school by students and teachers, and to get the community involved in choosing the language of instruction, the program, working closely with the MEN, carried out a language mapping study.

The study was conducted in three regions, Kaolack, Kaffrine and Fatick, to determine which of the three national languages to choose for each of the schools in the first cohort who will be included in the program for the 2017/2018 school year. Matam was not visited because the program had not yet launched in this region at the time of the study and we did not yet have authorization to undertake this research there in time for the 2017/2018 school year. For this first exercise, the field research focused only on areas with relative linguistic variety, which covered 427 of the 1115 schools of the first Lecture Pour Tous cohort.

According to USAID's contract for Lecture Pour Tous, the purpose of the mapping exercise was to "determine the languages and the majority language spoken by both teachers and students at the school level in the target regions… [and that] the language of instruction to be used [in schools was to be] decided on a community by community basis by community members" (Senegal All Children Reading contract, Section C.1.3.2). On the other hand, the contract also states that "mapping the 'language in common' of students and teachers" should also be used "to enable the MOE to determine the language that should be used for early grade reading instruction in each of its schools" (contract Section C.3.2.1).

The data set gathered through the language mapping exercise adds to two other sources of information used to determine or confirm the national language selected for early grade reading in the first cohort of Lecture Pour Tous schools. The first stems from efforts to determine a) the national languages that would be used for early grade reading instruction as

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was needed to establish the sampling frame for the baseline early grade reading assessment (EGRA), and b) the estimates of the quantity of teaching and learning materials needed per national language for the 2017/2018 school year. In order to serve these purposes, LOI estimates were needed early in 2017 – before Lecture Pour Tous was authorized to conduct activities, including language mapping, in the regions. For that reason, the Lecture Pour Tous team undertook extensive fact-seeking from multiple sources including well-informed agents of the *Direction de l'Alphabétisation et des Langues Nationales* (DALN) and *Inspections de l'Education et de la Formation* (IEFs), as well as mayors, school directors, and others. This information was then used to identify what the MEN thought to be the right national language for use for early grade reading instruction in each of the 1115 schools participating in Lecture Pour Tous program for the 2017/2018 school year. Later, the list of identified early grade reading LOI per school that came out of that original exercise was updated through ground-truthing with school directors and teachers during the Learning Pour Tous training cycle in September/October 2017. This constituted the second source of information used to confirm the selected LOIs per school, which was then cross-checked by the results of the language mapping expercise.

The present study is the first of two language mapping exercises that Lecture Pour Tous is slated to help the MEN conduct. The forthcoming mapping exercise for the public primary schools targeted by the program in the six regions of Kaolack, Kaffrine, Fatick, Matam, Diourbel and Louga (and, through advisement only, for St. Louis), and that will be starting the program in school year 2018/2019, will be conducted early in the coming year, following the process to be clarified in advance with the MEN. This will be done to determine LOI for early grade reading in national languages in time for the procurement of language-specific student and teacher materials for these regions as well as to inform teacher deployment to the targeted classrooms.

This report presents in an initial chapter an overview of the study, including its context and research questions. The second chapter presents the study methodology, including approaches and tools used, and a description of the subset of schools from which primary data were collected. The third and largest chapter details the study results, based on the study's research questions. A final chapter presents conclusions and recommendations.

# 3. STUDY OVERVIEW

## 3.1. Context of the study

The Lecture pour Tous program is funded by USAID to support Senegal's National Reading Program, which is implemented by the Ministry of National Education (MEN). It aims to improve the reading level of students from CI (equivalent to first grade) to CEI (equivalent to third grade) through an effective, relevant and scalable national program.

The three main expected outcomes of Lecture pour Tous are as follows: a) reading instruction in the first three grades of public primary schools and *daaras* improved; b) delivery systems for reading instruction in the first three grades improved; and c) parent and community engagement in supporting early grade reading improved.

To ensure effective implementation of the program, a sociolinguistic mapping exersize was conducted to help determine, for the first cohort of schools starting the program in the 2017/2018 school year, which major national language would be chosen for each school as the language of reading instruction using the new reading model supported by Lecture Pour Tous. The study was conducted in 487 out of the 1115 schools of the first cohort, situated in the regions of Fatick, Kaolack and Kaffrine. Those schools had been indicated by DALN agents and IEF as schools where the national language to be establised as the LOI for early grade reading should be verified with external data collectors conducting field research in the school and the school community. In the other schools, information had been gathered remotely by phone calls to DALN agents at IEF level, schools directors and mayors. The data in the schools where gathered through questionnaires and focus group discussions targeting school directors, teachers and community representatives.

Following data collection, Lecture Pour Tous and the MEN organized a workshop for data analysis. In addition to Lecture pour Tous staff members and consoritum partners, the workshop was attended by experts from the DALN and *Centre National de Ressources Educationnelles (CNRE)*, as well as researchers from the *Faculté des Sciences et Technologies (FASTEF)*, *Institut Fondamental d'Afrique Noire (IFAN)*, *Faculté des Lettres et Sciences Humaines (FLASH) at* Université Cheikh Anta Diop in Dakar.[2]

## 3.2. Objectives of the study

### 3.2.1 Overall objective

The purpose of this study was to give the school-communities covered by the Lecture Pour Tous program, as well as the MEN, data to enable them to make an informed choice about the national language to be used to teach reading in the early grades in the schools. They were to choose between Wolof, Pulaar and Sereer, the dominant languages in the areas targeted by the program.

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[2] INEADE was previously involved in the design of survey tools and methodology but became unavailable at the time of data collection and for data analysis and report writing. Lecture Pour Tous had to rely on other experts to undertake these activities.

### 3.2.2 Specific research questions:

The research questions addressed three target groups: students, teachers and school directors, and communities. The questions were as follows:

4     In each targeted school, what is the common national language spoken by students in the schoolyard?
5     Is the common national language used in the schoolyard the same as the most common national language in the local environment?
6     Which national languages do teachers use occasionally in class to facilitate teaching in French?
7     What are the language skills of the school's teachers in the local language, which is likely the dominant language in the school? What other languages do they use and what is their degree of proficiency?
8     Which national language would the school community like to choose for the teaching of reading in the early grades?

# 4. METHODOLOGY

## 4.1.     Scope of the study

The data collection for the mapping exercise in the 487 school-communities in sociolinguistically heterogeneous zones of the program regions of Kaolack, Kaffrine and Fatick took place from June 12-16, 2017. Of the 12 IEFs of the three regions, 11 were surveyed, namely:

- Kaolack *Inspection d'Académie* (IA, or regional inspectorate): Kaolack Département IEF, Guigueneo IEF, Nioro IEF
- Fatick IA: Dioffior IEF, Fatick IEF, Foundiougne IEF, Gossas IEF
- Kaffrine IA: Malem Hodar IEF, Kaffrine IEF, Birkilane IEF, Koungheul IEF.

The only IEF not visited was Kaolack-Commune because it has the reputation of having a clear dominant lingua franca. As mentioned above, decisions on the school-communities to target for field-based data collection were informed by data collected prior to the EGRA baseline from DALN staff at IEF level working on literacy programs for parents and thus being knowledgeable of the linguistic situation in the communities. For some schools, information on majority languages was double-checked through phone calls with school directors and mayors.

## 4.2.     Data collection

### 4.2.1. Sample

In order to increase value for money by using information already collected through the fact-checking through local authorities with every school and to establish a plan that was operationally feasible with the very limited time available for the mapping exercise before the end of the school year, Lecture Pour Tous settled on conducting the first language mapping exercise on school-communities in which the choice of the national language was expected to be less evident and where more consultation and perhaps compromise would be needed to choose the national language to be used for early grade reading instruction. These were schools in linguistic environments that are known to be more heterogeneous. This information had been provided by literacy officers in the IEF concerned who know the linguistic situation in the schools and communities well.

Given the delays in starting the exercise, it would have been exceedingly difficult to conduct field research in region of Matam before the end of the 2016/2017 school year (ie when students and/or teachers were still present). Fortunately, the region was considered sufficiently sociolinguistically homogenous as to be able to verify the IEF-driven choice of LOI for early grade reading via phone calls to the IEF and school directors, given that we were not able to get out to Matam earlier. In addition, the city of Kaolack has a majority language widely accepted to be the language in common between students and thus was not included in the study.

The following list of schools was retained for conducting the field-based data collection:

| IA | | No. schools surveyed |
|---|---|---|
| Fatick | Diofior IEF | 69 |
| | Fatick IEF | 112 |
| | Foundiougne IEF | 116 |
| | Gossas IEF | 60 |
| | **Total** | **357** |
| Kaffrine | Birkilane IEF | 3 |
| | Kaffrine IEF | 5 |
| | Koungheul IEF | 17 |
| | Malem Hodar IEF | 10 |
| | **Total** | **35** |
| Kaolack | Guigueneo IEF | 36 |
| | Kaolack Département IEF | 45 |
| | Nioro IEF | 14 |
| | **Total** | **95** |
| **TOTAL: 487** | | |

The list above had been established based on the first list of schools to be targeted by the Lecture Pour Tous program for the 2017/2018 school year, established for the EGRA sampling frame. At the time of data analysis for the mapping excercise, this initial list had been updated by Lecture Pour Tous, based on information collected during the trainings for teachers and school directors. It was thus decided to update the list of schools for language

mapping data analysis based on the final list of schools retained for the 2017-2018 school year for Lecture Pour Tous. Only 429 schools out of the 487 schools visited turned out to be on the final list of targeted schools for the coming year. The findings presented in this report are thus based only on the basis of the data sets from these 429 schools.

### 4.2.2. Data collection tools

In all, six tools for this study had been developed initially by INEADE with assistance from the research advisor assigned by Lecture Pour Tous, Professor Moussa Daff of the *Faculté des Lettres et Sciences Humaines,* designated by program partner ARED, and other technical assistants from the Lecture Pour Tous team. The tools created were:

- ✓ Observation sheet for language use among pupils in the schoolyear (not used)
- ✓ Questionnaire for school directors
- ✓ Questionnaire for teachers
- ✓ Focus group guidelines
- ✓ Training modules for enumerators
- ✓ Enumerator guidelines

The observation sheet could not be used because the students were not in school any longer when the study could be carried out. The mapping was conducted one week before the final exams. The team was unable to collect data earlier in the year due to delays officially introducing the project to the regions and departments, as well as technical and budgetary preparations that took longer than initially foreseen.

### 4.2.3. Pre-testing of tools/ Training of enumerators/ Data collection

The data collection tools developed were first pre-tested under the supervision of INEADE staff in 15 schools in Dakar, located in Sangalkam, Plateau, Almadies, Rufisque Commune, Parcelles Assainies and Keur Massar (see list in appendix). Fifteen enumerators were engaged and one school was assigned to each of them. This made it possible to correct inadequacies if revealed and strengthen the reliability between enumerators.

In preparation for the actual study, the enumerators were trained on June 10 and 11 in Kaolack.The training introduced the enumerators to the LPT program, its objectives, expected results and approach, and to techniques for administering questionnaires and facilitating focus groups.

The study was conducted over five days from June 12 to 16 in the areas mentioned above within the regions of Kaolack, Fatick and Kaffrine. A total of 62 enumerators and 11 supervisors were mobilized to carry out the study in 487 schools. The following table presents the breakdown of schools and enumerators:

**Table 1: Breakdown of schools and enumerators by Inspection d'Académie**

| IA | | No. schools surveyed | No. Schools surveyed in the final list of LPT schools | No. enumerators |
|---|---|---|---|---|
| Fatick | Diofior IEF | 69 | 65 | 9 |
| | Fatick IEF | 112 | 96 | 14 |
| | Foundiougne IEF | 116 | 102 | 15 |
| | Gossas IEF | 60 | 59 | 7 |
| | **Total** | **357** | **322** | **45** |
| Kaffrine | Birkilane IEF | 3 | 3 | 1 |
| | Kaffrine IEF | 6 | 6 | 1 |
| | Koungheul IEF | 16 | 12 | 2 |
| | Malem Hodar IEF | 10 | 6 | 1 |
| | **Total** | **35** | **27** | **5** |
| Kaolack | Guigueneo IEF | 36 | 32 | 4 |
| | Kaolack Département IEF | 45 | 35 | 6 |
| | Nioro IEF | 14 | 11 | 2 |
| | **Total** | **95** | **78** | **12** |
| Total | | **487** | **427** | **62** |

### 4.2.4. Processing and utilization of data

As highlighted above, data analysis was limited to the data sets from the 429 schools on the final list of schools that started early reading instruction in CI with the beginning of this school year 2017/2018.

The qualitative data collected via questionnaire was first coded, then inputted into the software program CSPro. Next, it was corrected and cleaned before being analyzed with SPSS software. The corrections consisted of performing univariate analysis on the variables to check for any unexpected codes or anomalous values in the modalities of the variables.

Given the specific objectives of the study, the statistical analyses were mainly descriptive.

As for the qualitative approach, the data gathered through the focus groups was coded and processed using qualitative data analysis software (NVivo). We then performed keyword-based content analysis and thematic analysis. The present report presents only limited data from the focus group discussions, as the main interest was to note the national language the community would like to be used for reading instruction in the school. The discussions provide much more interesting elements, especially with regard to attitudes towards the use of national languages in education and perceptions of the importance of reading. Further analysis will be done with these data to make additional findings available to the program, especially to inform communication and policy work.

## 4.3. Presentation of target groups for data collection

As indicated above, 487 schools were visited during the study. In each of the 487 schools, enumerators administered questionnaires to school directors and also all teachers available. While the study happened a week before the national exams, we have confirmed that all school directors and teachers surveyed actually belonged to the schools visited. As the national exams had not yet started, teachers from other schools who would come to supervise exams had not yet arrived.

### 4.3.1. Presentation of the profiles of the school directors covered by the study

**Table 2: Breakdown of school directors surveyed by gender and IA**

|          | Male |      | Female |      |
|----------|------|------|--------|------|
|          | N    | %    | n      | %    |
| Fatick   | 303  | 94.1% | 19    | 5.9% |
| Kaffrine | 26   | 96.3% | 1     | 3.7% |
| Kaolack  | 76   | 97.4% | 2     | 2.6% |
| Total    | 405  | 94.8% | 22    | 5.2% |

<u>Data source</u>: Questionnaire for school directors

Men largely predominate the ranks of school directors. The rate of female representation among the management personnel ranges from 5.9% in the Fatick IA to 2.6% in the Kaolack IA. The average percentage of women school directors is 5.2% for all three IAs combined, whereas men account for 94.8% of these positions. There are no female school directors in the Birkilane and Koungheul IEFs.

### 4.3.2. Presentation of the profiles of teachers covered by the study

The questionnaires were administered to at least one teacher per school, and up to 6 teachers in some of the schools. In 4 multigrade schools, the school director was also the only teacher of the school covered by the survey.

Table 3: Breakdown of teachers surveyed by gender, IA and IEF

| | | Male | | Female | | Total | |
|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % |
| Fatick | I.E.F Diofior | 174 | 75.7% | 56 | 24.3% | 230 | 100.0% |
| | I.E.F Fatick | 203 | 71.2% | 82 | 28.8% | 285 | 100.0% |
| | I.E.F Foundiougne | 214 | 79.0% | 57 | 21.0% | 271 | 100.0% |
| | I.E.F Gossas | 115 | 70.6% | 48 | 29.4% | 163 | 100.0% |
| | **Total** | **706** | **74.4%** | **243** | **25.6%** | **949** | **100.0%** |
| Kaffrine | I.E.F Birkilane | 6 | 100.0% | 0 | 0.0% | 6 | 100.0% |
| | I.E.F Kaffrine | 5 | 62.5% | 3 | 37.5% | 8 | 100.0% |
| | I.E.F Koungheul | 21 | 87.5% | 3 | 12.5% | 24 | 100.0% |
| | I.E.F Malem Hodar | 13 | 92.9% | 1 | 7.1% | 14 | 100.0% |
| | **Total** | **45** | **86.5%** | **7** | **13.5%** | **52** | **100.0%** |
| Kaolack | I.E.F Guingueneo | 81 | 67.5% | 39 | 32.5% | 120 | 100.0% |
| | I.E.F Kaolack département | 103 | 70.1% | 44 | 29.9% | 147 | 100.0% |
| | I.E.F Nioro | 21 | 80.8% | 5 | 19.2% | 26 | 100.0% |
| | **Total** | **205** | **70.0%** | **88** | **30.0%** | **293** | **100.0%** |

Data source: Questionnaire for teachers (Q8)

1248 teachers were surveyed in all. There are more men (70%) than women (30%) among the teaching personnel in the schools surveyed.

### 4.3.3. Description of the target audience interviewed in focus groups

One focus group discussion was held in all the schools visited. They were attended by parents of students (APE and AME), youth leaders (cultural and sports associations), members of the school management committees, neighborhood representatives, imams, women's empowerment groups and other persons involved in school-related activities. The size of the focus groups varied depending on the schools, but the enumerators ensured that all focus groups included, at a minimum, members of the school management committees and APE representatives. The training of enumerators included methods to ensure all participants contribute to the discussions and decision-making process.

# 5. PRESENTATION OF RESULTS

We have organized the presentation of the study data in relation to the research questions.

First, we shall present the aggregated data by region (IA) only. The tables at the end of this report present the data school by school.

## 5.1. What is the national language shared by students in school?

In the absence of data taken from direct observation of the students' language practices in the schoolyard, other data sources had to be compared to answer this question:

- The directors were questioned about the dominant national language in conversations between students in the schoolyard.

- The focus group participants were questioned about the national language in which the students communicate amongst themselves in the schoolyard.

### 5.1.1. Reported national language spoken by students in the schoolyard

The two tables below show the national language spoken by students in the schoolyard, according to school directors, and then according to communities. The findings are very similar in both cases, with very close percentages between answers from the school directors and the communities.

According to both groups of respondents, Sereer is the language spoken most commonly in the schoolyard in the Fatick region and in the Kaolack region. However, in the Kaffrine region, Pulaar is the most frequently used language. Wolof is the second most common language in Kaolack and Fatick.

Table 4: Reported national language spoken by students in the schoolyard, according to school directors

|  | Fatick | | Kaffrine | | Kaolack | |
|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % |
| None | 1 | .3% | 0 | 0.0% | 0 | 0.0% |
| Wolof | 106 | 33.0% | 0 | 0.0% | 17 | 22.4% |
| Pulaar | 12 | 3.7% | 17 | 63.0% | 16 | 21.1% |
| Sereer | 167 | 52.0% | 3 | 11.1% | 34 | 44.7% |
| Others | 6 | 1.9% | 0 | 0.0% | 0 | 0.0% |
| Wolof + Pulaar | 2 | .6% | 6 | 22.2% | 1 | 1.3% |
| Wolof + Sereer | 20 | 6.2% | 1 | 3.7% | 6 | 7.9% |
| Wolof + Pular + Sereer | 7 | 2.2% | 0 | 0.0% | 2 | 2.6% |
| **Total** | **321** | **100.0%** | **27** | **100.0%** | **76** | **100.0%** |

Data source: Questionnaire for school directors

According to the school directors, Sereer is the language spoken most commonly in the schoolyard in the Fatick region (52%) and in the Kaolack region (44.7%). However, in the Kaffrine region, Pulaar is the most frequently used language (63%), followed by Sereer (11.1%). Wolof is the second most common language in Kaolack (22.4%) and Fatick (33%). In some situations, directors said that the students spoke two or more languages, but these percentages are generally low. As an exception, this phenomenon was relatively higher in the Kaffrine region, where 22.2% of students use Wolof and Pulaar, according to the school directors and teachers. In 6.2% of schools in Fatick, the students reportedly use Sereer and Wolof, while the three languages are reportedly employed by 2.2% of students in the Fatick region and in 2.6% of schools in the Kaolack region.

Table 5: Reported national language spoken by students in the schoolyard, according to the communities

|  | Fatick | | Kaffrine | | Kaolack | |
|---|---|---|---|---|---|---|
|  | N | % | n | % | n | % |
| Wolof | 108 | 33.54% | 1 | 3.70% | 16 | 20.51% |
| Pulaar | 6 | 1.86% | 15 | 55.56% | 13 | 16.67% |
| Sereer | 156 | 48.45% | 3 | 11.11% | 41 | 52.56% |
| Others | 11 | 3.42% | 0 | 0.00% | 1 | 1.28% |
| Wolof + Pulaar | 3 | 0.93% | 5 | 18.52% | 4 | 5.13% |
| Sereer + Pulaar | 2 | 0.62% | 0 | 0.00% | 1 | 1.28% |
| Wolof + Sereer | 25 | 7.76% | 2 | 7.41% | 2 | 2.56% |
| Wolof + Pular + Sereer | 11 | 3.42% | 1 | 3.70% | 0 | 0.00% |
| **Total** | **322** | **100%** | **27** | **100.00%** | **78** | **100.00%** |

Data source: questionnaires focus groups

Results of the same question asked to the communities during focus groups are very similar: according to the community, Sereer is the language spoken most commonly in the schoolyard in the Fatick region (48.45%) and in the Kaolack region (52.56%). However, in the Kaffrine region, Pulaar is the most frequently used language (55.56%). Wolof is the second most common language in Kaolack (20.51%) and Fatick (33.54%). In some situations, the communities said that the students spoke two or more languages, like in the Kaffrine region, where 18.52% of students use Wolof and Pulaar, according to the communities. In 7.76% of schools in Fatick, the students use Sereer and Wolof, while the three languages are employed by 3.42% of students in the Fatick region and in 3.70% of schools in the Kaffrine region.

## 4.2    Is the common national language used in the schoolyard the same as the most common national language in the local environment?

Several questions were asked to better describe the linguistic environment of the locality where the schools are found, but also language use in the schoolyard:

- The school director questionnaires included a question on the languages spoken in the locality around the school

- The school director questionnaires included a question on the dominant national language in the locality

### 4.2.1 Languages spoken in the locality around the school, according to school directors

The school directors gave their opinion on the most common language in the environment.

Table 6: Languages of the locality according to school directors

| | | Languages spoken in the school environment | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | None of the three languages | Wolof | Pulaar | Sereer | Wolof + Sereer | Wolof + Pulaar | Pulaar + Sereer | Wolof + Pulaar + Sereer | Total |
| Fatick | n | 11 | 57 | 7 | 118 | 53 | 3 | 10 | 63 | 322 |
| | % | 3.4% | 17.7% | 2.2% | 36.6% | 16.5% | .9% | 3.1% | 19.6% | 100.0% |
| Kaffrine | n | 0 | 0 | 13 | 2 | 2 | 4 | 2 | 4 | 27 |
| | % | 0.0% | 0.0% | 48.1% | 7.4% | 7.4% | 14.8% | 7.4% | 14.8% | 100.0% |
| Kaolack | n | 1 | 7 | 8 | 18 | 14 | 6 | 3 | 21 | 78 |
| | % | 1.3% | 9.0% | 10.3% | 23.1% | 17.9% | 7.7% | 3.8% | 26.9% | 100.0% |
| **Total** | **n** | **12** | **64** | **28** | **138** | **69** | **13** | **15** | **88** | **427** |
| | **%** | **2.8%** | **15.0%** | **6.6%** | **32.3%** | **16.2%** | **3.0%** | **3.5%** | **20.6%** | **100.0%** |

Data source: Questionnaire for school directors

In the Fatick region, 36.6% of directors believe that Sereer is the most spoken language. Wolof comes next at 17.7%. Sereer also dominates in Kaolack, with 23.1%. In Kaffrine, Pulaar is spoken the most (48.1%). But the major trend is multilingualism. Indeed, in most cases, two or three languages are used concomitantly, according to the directors. In Kaolack, for example, in 26.9% of cases, the three languages are used at the same time. In Fatick, as well, with 19.6%, and in Kaffrine, Pulaar is used alongside Wolof (14.8%). The same percentage can be found for the three languages spoken concomitantly. However, in total, Sereer dominates overall (32.3%), followed by trilingualism (20.6%) and, finally, Wolof-Sereer bilingualism (16.2%). In 12 cases, the school directors said that none of the three languages were a language of the locality, with 10 of them not indicating what the "other" language of the locality was (two of them indicated Mandingue). However, this probably must be considered as a misunderstanding of the question or an insufficient training of the enumerators, because in 11 cases out of 12, the School directors then mentioned one of the three selected languages as "dominant language of the locality" (Q19).

### 4.2.1 Is the common national language used by students in the schoolyard the same as the most common national language in the environment?

Students use several languages to communicate depending on their interlocutors and the size of the group. Between students who speak the same language of communication at home, that is the language they use. However, if speakers having different languages interact, they use a lingua franca, which may be a language that is not used in any of the children's homes. Further details are given in the analysis of correlations in the table below.

For both groups of data, the source is the questionnaire for school directors, as the question on the dominant language in the town was only asked to them.

*Table 7: Correspondence between language of communication in the schoolyard and dominant language in the town (in percentage)*

| | | Other | Wolof | Pulaar | Sereer | Autres | Wolof + Pulaar | Wolof + Sereer | Wolof + Pular + Sereer | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Wolof | % | .8% | **84.9%** | 1.6% | 0.0% | 0.0% | 3.2% | 7.9% | 1.6% | 100.0% |
| Pulaar | % | 0.0% | 0.0% | **81.4%** | 7.0% | 0.0% | 7.0% | 0.0% | 4.7% | 100.0% |
| Sereer | % | 0.0% | 5.2% | 2.6% | **84.8%** | 1.3% | .4% | 3.9% | 1.7% | 100.0% |
| Others | % | 0.0% | 20.0% | 20.0% | 0.0% | **60.0%** | 0.0% | 0.0% | 0.0% | 100.0% |
| Wolof + Sereer | % | 0.0% | 21.4% | 0.0% | 21.4% | 0.0% | 0.0% | **57.1%** | 0.0% | 100.0% |
| Wolof + Pulaar | % | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | **50.0%** | 0.0% | 0.0% | 100.0% |
| Wolof + Pulaar + Sereer | % | 0.0% | 0.0% | 0.0% | 75.0% | 0.0% | 0.0% | 0.0% | **25.0%** | 100.0% |
| **Total** | % | .2% | 29.0% | 10.7% | 48.1% | 1.4% | 2.1% | 6.4% | 2.1% | **100.0%** |

Data source: Questionnaire for school directors

The question was to know whether the language spoken in the schoolyard was the same as the one which is most widespread in the school environment, in the opinion of the directors. The percentages show the proportion of cases in which the dominant language in the town is the same as the language of communication used by students in the schoolyard. These correlations revealed that, according to the directors, everywhere, the most commonly spoken language in the school environment is also the most commonly spoken language in the schoolyard, i.e. 84.9% for Wolof, 81.4% for Pulaar and 84.8% for Sereer. In cases where two majority languages co-exist, the numbers may also be high. For the Wolof-Sereer combination, the rate is 57.1%.

## 4.3 National languages used by teachers in class to facilitate students' learning in French

Most Senegalese children who enroll in primary school are not proficient in the current language of instruction, which is French. To facilitate learning, the teachers occasionally use national languages. Knowing which national language the teachers use can give an indication as to the national language common to the children in the class.

Table 8: Language used by teachers when students do not understand

|  | Fatick | | Kaffrine | | Kaolack | | Total | |
|---|---|---|---|---|---|---|---|---|
|  | n | % | n | % | n | % | N | % |
| Wolof | 522 | 55.0% | 30 | 57.7% | 216 | 73.7% | 768 | 59.4% |
| Pulaar | 22 | 2.3% | 17 | 32.7% | 22 | 7.5% | 61 | 4.7% |
| Sereer | 430 | 45.3% | 5 | 9.6% | 78 | 26.6% | 513 | 39.6% |
| Other | 1 | .1% | 1 | 1.9% | 1 | .3% | 3 | .2% |
| **Total** | **949** | **100.0%** | **52** | **100.0%** | **293** | **100.0%** | **1294** | **100.0%** |

Data source: Questionnaire for teachers (question 10)

The teachers often resort to a national language when students do not understand. Wolof is the top language, used by 59.4% of teachers, followed by Sereer with 39.6% and of Pulaar with 4.7%. Other languages, such as Mandinka, are also used, but the percentage is negligible: 0.2%.

Table 9: Use of national languages by teachers in the Fatick IA when students do not understand in French

|  | Male | | Female | | Total | |
|---|---|---|---|---|---|---|
|  | N | % | n | % | n | % |
| Wolof | 398 | 56.4% | 124 | 51.0% | 522 | 55.0% |
| Pulaar | 19 | 2.7% | 3 | 1.2% | 22 | 2.3% |
| Sereer | 320 | 45.3% | 110 | 45.3% | 430 | 45.3% |
| Other | 1 | .1% | 0 | 0.0% | 1 | .1% |
| **Total** | **706** | **100.0%** | **243** | **100.0%** | **949** | **100.0%** |

Data source: Questionnaire for teachers (question 10)

At 55%, Wolof is the most commonly used language in Fatick when students get stuck. It is followed by Sereer with 45.3%. A small percentage of teachers use Pulaar (2.3%) but there is no significant difference between genders in all three languages.

Table 10: Use of national languages by teachers in the Kaolack IA when students do not understand in French

| | Male | | Female | | Total | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| Wolof | 146 | 71.2% | 70 | 79.5% | 216 | 73.7% |
| Pulaar | 18 | 8.8% | 4 | 4.5% | 22 | 7.5% |
| Sereer | 61 | 29.8% | 17 | 19.3% | 78 | 26.6% |
| Other | 1 | .5% | 0 | 0.0% | 1 | .3% |
| **Total** | **205** | **100.0%** | **88** | **100.0%** | **293** | **100.0%** |

Data source: Questionnaire for teachers (question 10)

Wolof is largely dominant in Kaolack. Some 73.7% of teachers use that language compared to 26.6% for Sereer. Pulaar is used by 7.5% of teachers and other languages by just 0.3%. There is no large difference between male and female teachers, although female teachers tend to use a little bit more the Wolof and less Sereer and Pulaar.

Table 11: Use of national languages by teachers in the Kaffrine IA when students do not understand in French

| | Male | | Female | | Total | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| Wolof | 27 | 60.0% | 3 | 42.9% | 30 | 57.7% |
| Pulaar | 14 | 31.1% | 3 | 42.9% | 17 | 32.7% |
| Sereer | 4 | 8.9% | 1 | 14.3% | 5 | 9.6% |
| Other | 1 | 2.2% | 0 | 0.0% | 1 | 1.9% |
| **Total** | **45** | **100.0%** | **7** | **100.0%** | **52** | **100.0%** |

Data source: Questionnaire for teachers (question 10)

In the Kaffrine region, there is a strong tendency to use Wolof (57.7%), compared to 32.7% for Pulaar and 9.6% for Sereer. Female teachers use more Pulaar and Sereer and less Wolof than their male colleagues.

The reality is that the national languages are already used in class by the teachers. In classrooms where French is the official LOI, teachers use these languages in a supplemental manner, especially when the students encounter difficulties. Additional study would be required to know the extent of this use national language use in the classroom; this will be investigated further in the direct field observation phase of the baseline study of teacher knowledge, attitudes and practices that the Lecture Pour Tous program is also supporting.

Table 12: Correspondence between language used by the teacher in class and main national language in the school environment

| National language used by the teacher in class | National language chosen for the school by the community | | | | | | | | | | | |
| | Pulaar | | Sereer | | Sereer-wolof | | Wolof | | Wolof-Pulaar | | Total | |
| | n° | (%) | n° | (%) | n° | (%) | n° | (%) | n° | (%) | n° | (%) |
| Wolof | 71 | 9.2% | 285 | 37.1% | 21 | 2.7% | 389 | **50.7%** | 2 | .3% | 768 | 100.0% |
| Pulaar | 40 | **65.6%** | 9 | 14.8% | 0 | 0.0% | 12 | 19.7% | 0 | 0.0% | 61 | 100.0% |
| Sereer | 7 | 1.4% | 449 | **87.5%** | 15 | 2.9% | 42 | 8.2% | 0 | 0.0% | 513 | 100.0% |
| Other | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 100.0% |

We can see from the table above that in most cases, when a teacher uses a national language in class, it matches the language chosen by the community (65.6% of correspondence for Pulaar, 87.5% for Sereer and 50.7% for Wolof). However, it also appears that Wolof is used in many cases as the main national language to use when children don't understand French in class, with high percentages even when the national language chosen by the community is different (37.1% when the language chosen by the community is Sereer and 9.2% when it is Pulaar. In these cases, it could well be that the teacher choses Wolof only because it is the only national language he/she speaks and because using this language still facilitates the learning for the children although it might not be the main national language of the school environment.

## 4.4 What are the language skills of the school's teachers in the national language to be chosen for the school? What other languages do they use and what is their degree of proficiency?

The goal of this component of the study was to determine the proficiency of the teachers in the dominant national languages that will be used as languages of instruction in the target zones of Lecture Pour Tous, namely Wolof, Sereer and Pulaar. The idea was to identify their language skills, as well as their degree of proficiency.

One of the main criteria to assign teachers to the CI classes in program schools in 2017/2018 were their language skills in the national language chosen by the school. Prior training in teaching in national languages could not be expected, and the program planned introductory training prior to the start of the school year for all teachers enrolled in the program. The same applied to the teachers' own reading and writing skills in national language, again a criterion difficult to apply as so few systematic teaching of these languages had taken place in Senegal. It was however highlighted that the teacher needed a very good oral mastery of the national language in order to be able to learn to teach reading in the language.

The enumerators were initially meant to conduct a brief oral test with the teachers to check their skills in the school's dominant national language; however, as indicated above, these tests could not be carried out because of time constraints. Therefore, the only data that can be presented here were self-assessments from teachers collected via questionnaires.

Upon request of the expert group having prepared the questionnaires, questions related to reading and writing skills in the national languages, to prior training in the national languages and in how to teach in these languages were added. This data can be further used, but is here only presented in a general overview.

The tables below are disaggregated by IA only. More detailed information school by school will be presented further down.

In Fatick, 37% of teachers say their Sereer oral skills are "very good," and thus Sereer is the national language spoken the best by the largest group of teachers in that region. Wolof (30.7%) is the national language spoken the best by the largest number of teachers in the Kaolack region relative to the other languages, and Wolof is the national language spoken the best by the largest number of teachers in Kaffrine (28.8%). Please see the table below for more details on these results.

### 4.4.1 Teachers' self-perceived oral language skills in national languages

Table 13: Self-assessment of teachers' oral expression skills in the national languages, by IA and language

| | | How would you rate your ability to communicate orally in national languages? | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not good at all | | Fair | | Good | | Very good | | No response | | Total | |
| | | n | % | n | % | n | % | n | % | n | % | n | % |
| Fatick | Wolof | 92 | 9.7% | 292 | 30.8% | 293 | 30.9% | 250 | 26.3% | 22 | 2.3% | 949 | 100.0% |
| | Pulaar | 701 | 73.9% | 70 | 7.4% | 54 | 5.7% | 65 | 6.8% | 59 | 6.2% | 949 | 100.0% |
| | Sereer | 307 | 32.3% | 137 | 14.4% | 130 | 13.7% | 351 | 37.0% | 24 | 2.5% | 949 | 100.0% |
| Kaffrine | Wolof | 3 | 5.8% | 17 | 32.7% | 17 | 32.7% | 15 | 28.8% | 0 | 0.0% | 52 | 100.0% |
| | Pulaar | 23 | 44.2% | 9 | 17.3% | 11 | 21.2% | 9 | 17.3% | 0 | 0.0% | 52 | 100.0% |
| | Sereer | 31 | 59.6% | 0 | 0.0% | 5 | 9.6% | 12 | 23.1% | 4 | 7.7% | 52 | 100.0% |
| Kaolack | Wolof | 15 | 5.1% | 93 | 31.7% | 93 | 31.7% | 90 | 30.7% | 2 | .7% | 293 | 100.0% |
| | Pulaar | 189 | 64.5% | 48 | 16.4% | 31 | 10.6% | 20 | 6.8% | 5 | 1.7% | 293 | 100.0% |
| | Sereer | 135 | 46.1% | 60 | 20.5% | 25 | 8.5% | 67 | 22.9% | 6 | 2.0% | 293 | 100.0% |

Data source: Questionnaire for teachers

Table 14:  Teachers' self-perceived oral expression skills in national languages, by gender

| | | How would you rate your ability to communicate orally in national languages? | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not good at all | | Fair | | Good | | Very good | | No response | | Total | |
| | | n | % | n | % | n | % | n | % | n | % | n | % |
| Male | Wolof | 73 | 7.6% | 284 | 29.7% | 302 | 31.6% | 278 | 29.1% | 19 | 2.0% | 956 | 100.0% |
| | Pulaar | 670 | 70.1% | 96 | 10.0% | 70 | 7.3% | 73 | 7.6% | 47 | 4.9% | 956 | 100.0% |
| | Sereer | 347 | 36.3% | 141 | 14.7% | 112 | 11.7% | 332 | 34.7% | 24 | 2.5% | 956 | 100.0% |
| Female | Wolof | 37 | 10.9% | 118 | 34.9% | 101 | 29.9% | 77 | 22.8% | 5 | 1.5% | 338 | 100.0% |
| | Pulaar | 243 | 71.9% | 31 | 9.2% | 26 | 7.7% | 21 | 6.2% | 17 | 5.0% | 338 | 100.0% |
| | Sereer | 126 | 37.3% | 56 | 16.6% | 48 | 14.2% | 98 | 29.0% | 10 | 3.0% | 338 | 100.0% |

For all regions combined, most women teachers say they have very good oral expression in Sereer (29%) and Wolof (22.8%), just as the men believe their oral communication is better in Sereer (34.7%) and Wolof (29.1%).

### 4.4.2 Teachers' self-perceived skills in reading and writing in national languages

In addition to their oral command of the language, the teachers were also asked about their reading and writing skills.

Table 15 : Teachers' self-perceived reading skills in national languages, by language and IA

| | | Which of the following national language(s) can you read? | | | | | |
| | | Male | | Female | | Total | |
| | | n | % | N | % | n | % |
| Fatick | Wolof | 378 | 53.5% | 121 | 49.8% | 499 | 52.6% |
| | Pulaar | 62 | 8.8% | 11 | 4.5% | 73 | 7.7% |
| | Sereer | 275 | 39.0% | 70 | 28.8% | 345 | 36.4% |
| | None | 150 | 21.2% | 63 | 25.9% | 213 | 22.4% |
| Kaffrine | Wolof | 30 | 66.7% | 3 | 42.9% | 33 | 63.5% |
| | Pulaar | 8 | 17.8% | 1 | 14.3% | 9 | 17.3% |
| | Sereer | 11 | 24.4% | 1 | 14.3% | 12 | 23.1% |
| | None | 5 | 11.1% | 2 | 28.6% | 7 | 13.5% |
| Kaolack | Wolof | 131 | 63.9% | 50 | 56.8% | 181 | 61.8% |
| | Pulaar | 29 | 14.1% | 9 | 10.2% | 38 | 13.0% |
| | Sereer | 50 | 24.4% | 11 | 12.5% | 61 | 20.8% |
| | None | 44 | 21.5% | 24 | 27.3% | 68 | 23.2% |
| Total | Wolof | 539 | 56.4% | 174 | 51.5% | 713 | 55.1% |
| | Pulaar | 99 | 10.4% | 21 | 6.2% | 120 | 9.3% |
| | Sereer | 336 | 35.1% | 82 | 24.3% | 418 | 32.3% |
| | None | 199 | 20.8% | 89 | 26.3% | 288 | 22.3% |
| **Total** | | **956** | **100.0%** | **338** | **100.0%** | **1294** | **100.0%** |

In the Kaolack IA, 63.9% of men and 56.8% of women indicate they can read in Wolof, for a combined rate of 61.8%. However, 21.5% of men and 27.3% of women say they do not have any reading ability in a national language. In Fatick, 49.8% of women and 53.5% of men report they can read in Wolof, or 52.6% of all teachers interviewed. In Kaffrine, Wolof dominates with 63.5% of teachers (66.7% of men and 42.9% of women), but 28.6% of the women in Kaffrine say they cannot read any national language versus 11.1% of men. In Kaolack, that is the case for 23.23% of the people surveyed.

Reading skills in Sereer and Pulaar are less frequent, however, in the Fatick IA, 36.4% of all teachers interviewed declare they can read Sereer, and more than 20% can read Sereer in Kaolack and Kaffrine. Reading skills in Pulaar are low, 9.3% in overall for all teachers surveyed.

Table 16 : Teachers' self-perceived writing skills in national languages, by language and IA

| Which of the following national language(s) can you write? | | Male | | Female | | Total | |
|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % |
| Fatick | Wolof | 268 | 38.0% | 84 | 34.6% | 352 | 37.1% |
| | Pulaar | 38 | 5.4% | 5 | 2.1% | 43 | 4.5% |
| | Sereer | 187 | 26.5% | 47 | 19.3% | 234 | 24.7% |
| | None | 299 | 42.4% | 115 | 47.3% | 414 | 43.6% |
| Kaffrine | Wolof | 23 | 51.1% | 3 | 42.9% | 26 | 50.0% |
| | Pulaar | 4 | 8.9% | 1 | 14.3% | 5 | 9.6% |
| | Sereer | 9 | 20.0% | 0 | 0.0% | 9 | 17.3% |
| | None | 13 | 28.9% | 3 | 42.9% | 16 | 30.8% |
| Kaolack | Wolof | 86 | 42.0% | 27 | 30.7% | 113 | 38.6% |
| | Pulaar | 15 | 7.3% | 8 | 9.1% | 23 | 7.8% |
| | Sereer | 43 | 21.0% | 5 | 5.7% | 48 | 16.4% |
| | None | 87 | 42.4% | 51 | 58.0% | 138 | 47.1% |
| Total | Wolof | 377 | 39.4% | 114 | 33.7% | 491 | 37.9% |
| | Pulaar | 57 | 6.0% | 14 | 4.1% | 71 | 5.5% |
| | Sereer | 239 | 25.0% | 52 | 15.4% | 291 | 22.5% |
| | None | 399 | 41.7% | 169 | 50.0% | 568 | 43.9% |
| **Total** | | **956** | **100.0%** | **338** | **100.0%** | **1294** | **100.0%** |

Data source: Questionnaire for teachers

In the three regions overall, the majority of those surveyed said that they do not have any writing skills in a national language: 43.6% in Fatick and 47.1% in Kaolack, while Kaffrine is the only region with an above-average score – for Wolof (50%). In that IA, 30.8% of the persons surveyed have no writing skills in the national languages. Wolof is the language most teachers can write, with 37.9% of all teachers surveyed, followed by Sereer, with 22.5%.

Beyond their language skills, the teachers were asked about their perceived ability to teach in national languages should they be called on to do so.

### 4.4.3  Degree of perceived difficulty in teaching in national languages

Table 17: Teachers' self-perceived degree of difficulty in teaching national languages by gender, language and IA

| How would you describe the degree of difficulty you would experience in teaching national languages? | | Very high | | High | | Moderate | | No difficulty | | No answer | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | N | % | n | % | n | % | n | % |
| Fatick | Male | 103 | 14.6% | 225 | 31.9% | 251 | 35.6% | 114 | 16.1% | 13 | 1.8% | 706 | 100.0% |
| | Female | 43 | 17.7% | 66 | 27.2% | 102 | 42.0% | 31 | 12.8% | 1 | .4% | 243 | 100.0% |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Kaffrine | Male | 11 | 24.4% | 11 | 24.4% | 18 | 40.0% | 5 | 11.1% | 0 | 0.0% | 45 | 100.0% |
| | Female | 2 | 28.6% | 2 | 28.6% | 2 | 28.6% | 1 | 14.3% | 0 | 0.0% | 7 | 100.0% |
| Kaolack | Male | 43 | 21.0% | 60 | 29.3% | 68 | 33.2% | 34 | 16.6% | 0 | 0.0% | 205 | 100.0% |
| | Female | 26 | 29.5% | 24 | 27.3% | 26 | 29.5% | 12 | 13.6% | 0 | 0.0% | 88 | 100.0% |
| Total | Male | 157 | 16.4% | 296 | 31.0% | 337 | 35.3% | 153 | 16.0% | 13 | 1.4% | 956 | 100.0% |
| | Female | 71 | 21.0% | 92 | 27.2% | 130 | 38.5% | 44 | 13.0% | 1 | .3% | 338 | 100.0% |
| | **Total** | **228** | **17.6%** | **388** | **30.0%** | **467** | **36.1%** | **197** | **15.2%** | **14** | **1.1%** | **1294** | **100.0%** |

Data source: Questionnaire for teachers

Overall, 83.7 % of teachers on average across the three regions reported they would have moderate to very high difficulty teaching in the national languages. Only a small percentage (15.2% on average) reported no difficulties.

These results are in a context where the use of national languages as medium of instruction in primary education has not been encouraged and were teacher training focused on the teaching in French only. Even when the teachers are confident speakers of the languages, they do not feel well prepared to teach in these same languages.

The study did not detect any significant discrepancies in self-assessment between men and women regarding their ability to teach in the national languages. However, Female teachers feel in general slightly less confident then male teachers in teaching in national languages with 21% female teachers reporting high difficulties in teaching in national languages, and 16.4% of male teachers reporting the same.

Table 18: Teachers' self-perceived aptitude to teach national languages by IA and by language

| | | How would you rate your ability to teach with each of the national languages? | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not good at all | | Fair | | Good | | Very good | | No answer | | Total | |
| | | n | % | n | % | N | % | N | % | n | % | n | % |
| Fatick | Wolof | 162 | 17.1% | 345 | 36.4% | 230 | 24.2% | 188 | 19.8% | 24 | 2.5% | 949 | 100.0% |
| | Pulaar | 734 | 77.3% | 82 | 8.6% | 42 | 4.4% | 42 | 4.4% | 49 | 5.2% | 949 | 100.0% |
| | Sereer | 371 | 39.1% | 157 | 16.5% | 150 | 15.8% | 242 | 25.5% | 29 | 3.1% | 949 | 100.0% |
| Kaffrine | Wolof | 4 | 7.7% | 22 | 42.3% | 12 | 23.1% | 13 | 25.0% | 1 | 1.9% | 52 | 100.0% |
| | Pulaar | 20 | 38.5% | 17 | 32.7% | 5 | 9.6% | 9 | 17.3% | 1 | 1.9% | 52 | 100.0% |
| | Sereer | 33 | 63.5% | 3 | 5.8% | 5 | 9.6% | 10 | 19.2% | 1 | 1.9% | 52 | 100.0% |
| Kaolack | Wolof | 44 | 15.0% | 100 | 34.1% | 84 | 28.7% | 63 | 21.5% | 2 | .7% | 293 | 100.0% |
| | Pulaar | 208 | 71.0% | 42 | 14.3% | 24 | 8.2% | 15 | 5.1% | 4 | 1.4% | 293 | 100.0% |
| | Sereer | 156 | 53.2% | 53 | 18.1% | 36 | 12.3% | 41 | 14.0% | 7 | 2.4% | 293 | 100.0% |
| **Total** | | **210** | **16.2%** | **467** | **36.1%** | **326** | **25.2%** | **264** | **20.4%** | **27** | **2.1%** | **1294** | **100.0%** |

Data source: Questionnaire for teachers

The teachers feel moderately capable of teaching using the national languages (20.4% in average feel that their availability is very good and 25.2% feel that their availability is good). In Fatick, they are most capable in Sereer (25.5%), but in Kaffrine (25%) and in Kaolack (21.5%), they feel more skilled in Wolof. However, for the other languages, there are low percentages of teachers with the ability to teach these languages.

### 4.4.4 Prior training in national languages

Table 19: Training in national languages

| | Have you ever received training in a national language? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male | | | Female | | | All | | |
| | **n** | **%** | **N** | **n** | **%** | **N** | **n** | **%** | **N** |
| Fatick | 208 | 29.5% | 706 | 65 | 26.7% | 243 | 273 | 28.8% | 949 |
| Kaolack | 10 | 22.2% | 45 | 1 | 14.3% | 7 | 11 | 21.2% | 52 |
| Kaffrine | 44 | 21.5% | 205 | 14 | 15.9% | 88 | 58 | 19.8% | 293 |
| **Total** | **262** | **27.4%** | **956** | **80** | **23.7%** | **338** | **342** | **26.4%** | **1294** |

Again unsurprisingly, the percentage of teachers who have attended training in using national languages for instruction is low (26.4%). A greater proportion of school directors (44.4%) have received training in a national language compared to teachers. The rate of teachers having received training in a national language is higher in Fatick (28.8%), whereas the percentages in Kaolack (21.2%) and Kaffrine (19.8%) are roughly equivalent. Although almost only men reporting having been trained in Kaffrine, women also received such training in Kaolack and Fatick, though in lesser proportions than their male counterparts.

Table 20: Language of training

| | | If yes, in which language? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Male | | | Female | | | All | | |
| | | **n** | **%** | **N** | **N** | **%** | **N** | **n** | **%** | **N** |
| Fatick | Wolof | 115 | 16.3% | 706 | 38 | 15.6% | 243 | 153 | 16.1% | 949 |
| | Pulaar | 28 | 4.0% | 706 | 5 | 2.1% | 243 | 33 | 3.5% | 949 |
| | Sereer | 81 | 11.5% | 706 | 22 | 9.1% | 243 | 103 | 10.9% | 949 |
| | Other | 7 | 1.0% | 706 | 2 | .8% | 243 | 9 | .9% | 949 |
| Kaolack | Wolof | 5 | 11.1% | 45 | 1 | 14.3% | 7 | 6 | 11.5% | 52 |
| | Pulaar | 3 | 6.7% | 45 | 1 | 14.3% | 7 | 4 | 7.7% | 52 |
| | Sereer | 4 | 8.9% | 45 | 0 | 0.0% | 7 | 4 | 7.7% | 52 |
| Kaffrine | Wolof | 24 | 11.7% | 205 | 9 | 10.2% | 88 | 33 | 11.3% | 293 |
| | Pulaar | 10 | 4.9% | 205 | 3 | 3.4% | 88 | 13 | 4.4% | 293 |
| | Sereer | 11 | 5.4% | 205 | 2 | 2.3% | 88 | 13 | 4.4% | 293 |

The teachers were trained primarily in Wolof in Fatick (16.1%), Kaffrine (11.3%) and Kaolack (11.5%)

### 4.4.5 N° and percentage of schools without any teacher mastering the language chosen by the community/ per IEF

Table 21: N° and percentage of schools without any teacher mastering the language chosen by the community

| | N° and percentage of schools without any teacher mastering the language chosen by the community | | | | | |
| | At least one teacher speaking the language selected by the community | | No teacher speaking the language selected by the community | | Total | |
| | n° | (%) | n° | (%) | n° | (%) |
|---|---|---|---|---|---|---|
| I.E.F Birkilane | 2 | 66.7% | 1 | 33.3% | 3 | 100.0% |
| I.E.F Diofior | 51 | 78.5% | 14 | 21.5% | 65 | 100.0% |
| I.E.F Fatick | 85 | 88.5% | 11 | 11.5% | 96 | 100.0% |
| I.E.F Foundiougne | 91 | 89.2% | 11 | 10.8% | 102 | 100.0% |
| I.E.F Gossas | 54 | 91.5% | 5 | 8.5% | 59 | 100.0% |
| I.E.F Guingueneo | 29 | 90.6% | 3 | 9.4% | 32 | 100.0% |
| I.E.F Kaffrine | 4 | 80.0% | 1 | 20.0% | 5 | 100.0% |
| I.E.F Kaolack département | 35 | 100.0% | 0 | 0.0% | 35 | 100.0% |
| I.E.F Koungheul | 11 | 84.6% | 2 | 15.4% | 13 | 100.0% |
| I.E.F Malem Hodar | 6 | 100.0% | 0 | 0.0% | 6 | 100.0% |
| I.E.F Nioro | 10 | 90.9% | 1 | 9.1% | 11 | 100.0% |
| **Total** | **378** | **88.5%** | **49** | **11.5%** | **427** | **100.0%** |

*taking into account the teachers we interrogated who answered that they were confident or really confident to teach in the chosen national language.

**In several IEFs only a small number of teachers could be interviewed, which also influenced the sometimes low percentage of teachers mastering the language chosen by the community.

Findings show that a total of 378 schools (88.5%) have at least one teacher speaking the national language chosen by the community. In 49 cases, we didn't find any teacher speaking the language selected by the community during our study. This result can be partly explained by the absence of some teachers from the school at this period of the year, which led to less teachers being interviewed per school. There are three IEFs (Kaffrine, Birkilane and Diofor) where there is less than 80% of schools with at least one available teacher.

## 4.5 School directors' skills in national languages

In addition to teachers, directors were also asked about their own skills in national languages. The proficiency of school directors in the national language to be chosen by the school is important. Given that they are themselves teachers by training and prior

experience, they are called on to replace absent teachers and are also responsible for leading and supervising teachers, especially the younger ones. School directors will also play the role of instructional coach for reading. School directors have thus been included in the trainings provided by LPT before the start of the school year. The study revealed that an important number of the school directors in the schools surveyed comfortably speak the national language identified by the MEN and most others as the LOI for early grade reading in their schools. This is supported by the data from the teacher mobility study supported by Lecture Pour Tous showing that a majority of the school directors actually serve in their areas of origin. However, only a minority of them has received specific training on using national languages for instruction.

### 4.5.1 Self-perceived reading and writing skills of school directors

Table 22: Self-perceived reading and writing skills of school directors

|  |  | Reading | | Writing | |
|---|---|---|---|---|---|
|  |  | N | % | n | % |
| Fatick | Wolof | 151 | 46.7% | 96 | 29.7% |
|  | Pulaar | 26 | 8.0% | 18 | 5.6% |
|  | Sereer | 152 | 47.1% | 120 | 37.2% |
|  | None | 90 | 27.9% | 140 | 43.3% |
| Kaffrine | Wolof | 15 | 55.6% | 9 | 33.3% |
|  | Pulaar | 9 | 33.3% | 3 | 11.1% |
|  | Sereer | 7 | 25.9% | 5 | 18.5% |
|  | None | 8 | 29.6% | 13 | 48.1% |
| Kaolack | Wolof | 49 | 62.8% | 35 | 44.9% |
|  | Pulaar | 8 | 10.3% | 6 | 7.7% |
|  | Sereer | 27 | 34.6% | 22 | 28.2% |
|  | None | 19 | 24.4% | 33 | 42.3% |

Data source: Questionnaire for school directors

Overall, school directors feel they are more skilled in reading than in writing in the national languages. In Kaffrine, 33.3% of school directors know how to write in Wolof and 55.6% know how to read Wolof. In Kaolack, 62.8% know how to read Wolof versus 44.9% who can write it. In Fatick, 47.1% read Sereer and 37.2% write it. The percentage of school directors who have no reading proficiency in any language is the highest in Kaffrine: 29.6%. The ability to write in the national languages is lower in all three regions.

### 4.5.2 Perception of degree of difficulty in teaching national languages of school directors

Table 23: Perception of degree of difficulty in teaching national languages

|  | **How would you describe the degree of difficulty you experience in teaching national languages?** | | | | |
|---|---|---|---|---|---|
|  | Very High | High | Moderate | No | No | **Total** |

| | | | | | Difficulty | Answer | |
|---|---|---|---|---|---|---|---|
| Fatick | n | 33 | 87 | 129 | 71 | 2 | **322** |
| | % | 10.2% | 27.0% | 40.1% | 22.0% | .6% | **100.0%** |
| Kaffrine | n | 4 | 8 | 12 | 3 | 0 | **27** |
| | % | 14.8% | 29.6% | 44.4% | 11.1% | 0.0% | **100.0%** |
| Kaolack | n | 10 | 26 | 27 | 13 | 2 | **78** |
| | % | 12.8% | 33.3% | 34.6% | 16.7% | 2.6% | **100.0%** |

Data source: Questionnaire for school directors

The study observed that 11% of school directors acknowledge they would have very high difficulty teaching in the national languages and 28.3% say they would have a high degree of difficulty. Only 20.37% indicate they would not have any difficulty teaching the national languages. Kaffrine has the highest number of people who experience some degree of difficulty.

### 4.5.3 School directors' self-reported ability to communicate orally in the national language

Table 24: Ability to communicate orally in a national language

| | | How would you rate your ability to communicate orally in a national language | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not good at all | | fair | | Good | | Very good | | No answer | | Total | |
| | | n | % | N | % | n | % | n | % | n | % | n | % |
| Fatick | Wolof | 19 | 5.9% | 105 | 32.6% | 95 | 29.5% | 97 | 30.1% | 6 | 1.9% | 322 | 100.0% |
| | Pulaar | 229 | 71.1% | 43 | 13.4% | 14 | 4.3% | 27 | 8.4% | 9 | 2.8% | 322 | 100.0% |
| | Sereer | 83 | 25.8% | 31 | 9.6% | 39 | 12.1% | 166 | 51.6% | 3 | .9% | 322 | 100.0% |
| Kaffrine | Wolof | 3 | 11.1% | 4 | 14.8% | 11 | 40.7% | 9 | 33.3% | 0 | 0.0% | 27 | 100.0% |
| | Pulaar | 6 | 22.2% | 10 | 37.0% | 6 | 22.2% | 5 | 18.5% | 0 | 0.0% | 27 | 100.0% |
| | Sereer | 17 | 63.0% | 1 | 3.7% | 3 | 11.1% | 6 | 22.2% | 0 | 0.0% | 27 | 100.0% |
| Kaolack | Wolof | 1 | 1.3% | 22 | 28.2% | 31 | 39.7% | 24 | 30.8% | 0 | 0.0% | 78 | 100.0% |
| | Pulaar | 46 | 59.0% | 15 | 19.2% | 9 | 11.5% | 7 | 9.0% | 1 | 1.3% | 78 | 100.0% |
| | Sereer | 25 | 32.1% | 14 | 17.9% | 15 | 19.2% | 23 | 29.5% | 1 | 1.3% | 78 | 100.0% |

Data source: Questionnaire for school directors

In Fatick, school directors have the greatest aptitude for oral communication in Sereer (51.6%). Wolof and Sereer are tied in Kaolack, (30.8 and 29.5% respectively), whereas Wolof dominates in Kaffrine (33.3%).

### 4.5.4 Training in national languages

Table 25: Training in national languages for school directors

| | Have you ever received training in a national language? | | | |
|---|---|---|---|---|
| | Female | | Male | |
| | N | % | n | % |
| Fatick | 135 | 44.6% | 9 | 47.4% |
| Kaffrine | 5 | 19.2% | 0 | 0.0% |
| Kaolack | 37 | 48.7% | 1 | 50.0% |

Source: Questionnaire for directors (Q32)

The study noted that 44.6% of male and 47.4% of female school directors in Fatick have received training in a national language. Kaolack has the highest rate of trained persons with 50% of women and 48.7% of men. However, only 19.2% of directors in Kaffrine have had training in a national language, and in that region no women have been trained in a national language.

Table 26: language of the training in national languages

| In which national language did you receive training? | | | |
|---|---|---|---|
| | | n | % |
| Fatick | Wolof | 68 | 21.1% |
| | Pulaar | 11 | 3.4% |
| | Sereer | 83 | 25.8% |
| Kaffrine | Wolof | 1 | 3.7% |
| | Pulaar | 3 | 11.1% |
| | Sereer | 2 | 7.4% |
| Kaolack | Wolof | 24 | 30.8% |
| | Pulaar | 5 | 6.4% |
| | Sereer | 11 | 14.1% |

Data Source: Questionnaire for directors (Q33)

Sereer is the most common language in which the school directors have been trained in Fatick (25.7% of directors reporting training in Sereer), while in Kaolack, the most common language in which they were trained is Wolof (30.8% of directors surveyed). In Kaffrine, the most common language for training was Pulaar (11.1% of those surveyed), closely followed by Sereer (7.4%).

## 4.6 Which language would the school community like to choose for the teaching of reading?

The key operational research question of the language mapping study was: what national language would community members choose to be used in their school for the teaching of early grade reading?

In addition to the community focus group discussions around this question, both the teacher and the school director questionnaires included questions on the national language teachers and school directors would suggest for teaching reading in their schools.

The main investigation was done through focus group discussions with representatives of the school community in all 487 schools visited by the enumerators. These gatherings were held on the school premises and included parents of student, youth associations, village elders, members of school management committees, religious leaders, etc. The size of the groups varied depending on the schools, but they were always attended by, at a minimum, community members of the school management committees and other APE representatives. The training of enumerators included methods to ensure all participants contribute to the discussions and decision-making process.

The original objective was to include the school community in choosing the language. This approach had been favored by the main stakeholders involved in the planning for the language mapping study to ensure maximum support from parents and the larger community for the new approach to teaching early grade reading. For the purpose of the EGRA sampling and the material procurement, the IEF decisions made prior to the language mapping exercise, were retained and further updated based on additional information gathered from teachers and school directors during the trainings. For the vast majority of the cases in the 487 schools of the language mapping, the determination of the community members corroborated this choice. The focus group discussions had the effect of generating additional ownership and support for this choice and for the use of national languages for EGR generally.

During the focus group discussions, the enumerators kept their comments to a minimum, as the goal was to let the community members express themselves and share their opinions on the program's objectives, the languages spoken in the locality, and the language best suited to be used as medium of instruction for early grade reading.

The languages proposed by the focus group participants were the dominant languages in their localities, even though in some cases where two or three languages coexist, the communities opted for the dominant one to maintain local cohesion. The community members felt that the language should be chosen by majority rule: the most commonly spoken language should be selected.

For the sake of this report, only the final choice of the focus group is presented. All focus group discussions have been recorded and these recordings are available for a more in-depth analysis of the reasoning given by the community members for their choice. It would indeed be recommended to further analyze the data available, especially to support communication

activities around the new reading program and the bilingual approach, and to support policy work.

The table below presents the number and percentage of schools where all actors (teachers, school directors, communities and IEF) agree on the LOI to be selected, and also the number and percentage of schools where communities and directors disagree and where communities and IEF disagree.

Table 27: Main findings on the selection of LOI per IEF and discrepancies between actors

| | schools where all actors (teachers, community, Director and IEF) agree on the LOI | | schools where Director disagrees with Community | | schools where IEF disagrees with Community | | Total schools |
|---|---|---|---|---|---|---|---|
| | n° | % | n° | % | n° | % | n° |
| I.E.F Birkilane | 0 | 0.00% | 3 | 100.00% | 3 | 100.00% | 3 |
| I.E.F Diofior | 57 | 87.69% | 1 | 1.54% | 3 | 4.62% | 65 |
| I.E.F Fatick | 80 | 83.33% | 8 | 8.33% | 6 | 6.25% | 96 |
| I.E.F Foundiougne | 78 | 76.47% | 10 | 9.80% | 7 | 6.86% | 102 |
| I.E.F Gossas | 45 | 76.27% | 6 | 10.17% | 7 | 11.86% | 59 |
| I.E.F Guingueneo | 15 | 46.88% | 10 | 31.25% | 8 | 25.00% | 32 |
| I.E.F Kaffrine | 2 | 40.00% | 0 | 0.00% | 2 | 40.00% | 5 |
| I.E.F Kaolack département | 10 | 28.57% | 6 | 17.14% | 13 | 37.14% | 35 |
| I.E.F Koungheul | 6 | 46.15% | 5 | 38.46% | 3 | 23.08% | 13 |
| I.E.F Malem Hodar | 4 | 66.67% | 0 | 0.00% | 2 | 33.33% | 6 |
| I.E.F Nioro | 7 | 63.64% | 2 | 18.18% | 0 | 0.00% | 11 |
| **Total** | **304** | | **51** | | **54** | | **427** |

The data shows us that some IEFs (Diofor, Fatick, Foundioune, Gossas) show more homogeneity, with more than 76% of schools where all the actors agree on the LOI. On the other side, Kaolack IEF (28.57%), Birkiliane (0 schools out of 3), and Kaffrine, Guingueneo and Kougnheul show less than 50% of schools where all actors agree. In the same IEFs we can find the higher percentages of discrepancy between IEF's selected language and the choice of the community (between 23.08 and 100% discrepancies). However, we will see

below that the final language selected for the start of school has changed for most of these cases, leaving only a few discrepancies.

The tables below present the data collected school by school with regard to the reported language used most commonly in the schoolyard, the proposed LOI for early grade reading instruction in each school as proposed by each actor type, and the number of teachers with self-reported mastery of the LOI proposed by the community. The data is presented by IEF. In order to give an overview of the various perspectives on the national languages used by students in the school and in the locality around the school, data collected through questionnaires and focus groups are presented together.

## I.A Kaolack

Table 28: IEF Kaolack Deparment

| Locality | School | Main language in the locality (according to school director) | Language of communication of students in schoolyard | | Language proposed for the school | | | Teachers mastering the language proposed by the community | Total n° of teachers surveyed by school |
|---|---|---|---|---|---|---|---|---|---|
| | | | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | | |
| chaine urbaine | DIOMKHEL | Sereer | Wolof | Sereer | wolof | Wolof | wolof | 3 | 4 |
| chaine urbaine | EE GANDIAYE2 | Wolof | Wolof + Sereer | wolof | wolof | Wolof | wolof | 4 | 5 |
| chaine urbaine | GANDIAYE3 | Sereer | Sereer | Sereer-wolof | Sereer | Sereer | wolof | 2 | 5 |
| chaine urbaine | NGARAF Gandiaye | Sereer | Sereer | wolof | wolof | Sereer | Sereer | 3 | 5 |
| Chaine urbaine | NGOLOTHIE DIARNO | Wolof | Wolof | Sereer | Sereer | Wolof | wolof | 2 | 5 |
| chaine urbaine | SIBASSOR 3 | Wolof | Wolof | Sereer | wolof | Wolof | wolof | 2 | 5 |
| chaine urbaine | THIOUPANE MAGUEYE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 5 |
| DYA | DIOKOUL GANDIAYE | Sereer | Sereer | Sereer | Sereer | Wolof | Sereer | 1 | 4 |
| DYA | DYA | Sereer | Wolof | wolof | wolof | Wolof | wolof | 4 | 5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| DYA | EE NGHOSSY | Sereer | Sereer | Sereer | Sereer | Sereer | wolof | 0 | 3 |
| DYA | GOMONE | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 4 |
| DYA | KEUR SOUCKA | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 2 |
| DYA | NGOTHIE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 5 |
| DYA | SIKHANE | Sereer | Sereer | Sereer | Sereer | Sereer | wolof | 0 | 3 |
| NDIAFFATE | EE BOULDABE | Pulaar | Pulaar | pulaar | pulaar | Pulaar | Pulaar | 1 | 4 |
| NDIAFFATE | EE KOUTAL SEREERE | Wolof | Wolof | Sereer | wolof | Wolof | wolof | 3 | 5 |
| NDIAFFATE | EE NDIAFFATE PEULH | Pulaar | Pulaar | wolof-pulaar | pulaar | Wolof | Pulaar | 2 | 5 |
| NDIAFFATE | EE NDIAFFATE SEREERE | Wolof | Wolof | Sereer | wolof | Wolof | wolof | 2 | 5 |
| NDIAFFATE | EE SOB BIRAM | Pulaar | Pulaar | wolof | wolof | Pulaar | wolof | 0 | 4 |
| NDIAFFATE | EE THIOFFIOR | Wolof + Pulaar + Sereer | Sereer | Sereer | Sereer + wolof | Sereer | Sereer | 5 | 5 |
| NDIAFFATE | VELOR | Sereer | Wolof | wolof | wolof | Wolof | wolof | 4 | 5 |
| NDIEBEL | FA NDIEBEL | Wolof | Wolof | wolof | wolof | Wolof | wolof | 1 | 1 |
| NDIEBEL | NDALLANE KEUR MASSAMBA | Sereer | Sereer | pulaar-bambara Sereer | Sereer | Sereer | Sereer | 1 | 4 |
| NDIEDIENG | EE KEUR GUIRANE SEREERE | Wolof + Pulaar + Sereer | Sereer | wolof | wolof | Wolof | wolof | 2 | 3 |
| NDIEDIENG | EE KEUR NIENE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer-wolof | 0 | 4 |
| NDIEDIENG | EE SEKHELA DIARGA | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 5 |
| NDIEDIENG | EFA NDIOBENE | Wolof | Wolof | wolof | wolof | Wolof | wolof | 1 | 2 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | TALLENE | | | | | | | | |
| THIOMBY | BOUTHIE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 5 |
| THIOMBY | EE KEUR SISSOKHO | Sereer | Wolof | Sereer | Sereer | Sereer | Sereer | 1 | 4 |
| THIOMBY | EE KHALAMBASSE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 5 |
| THIOMBY | EE SOUKHOUP | Sereer | Wolof + Pulaar | Sereer | Sereer | Sereer | wolof | 2 | 5 |
| THIOMBY | EE THIANGANE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 4 |
| THIOMBY | KHALAMBASSE 2 | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| THIOMBY | THIOUPANE NDIAKANEME | Sereer | Sereer | wolof | wolof | Sereer | Sereer | 2 | 4 |
| THIOMLY | EE THIOMLY 2 | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 5 |

In the IEF of Kaolack department, data was collected from 35 schools and 147 teachers were surveyed. In this IEF, only 10 schools have all the actors agreeing on the LOI. The community and school directors' choice differ in 6 cases out of 35 schools.

In 31 of the 35 schools (88%) at least one of the teachers surveyed indicated that he/she mastered the language chosen by the community for the school either well or very well. These teachers would qualify for the teaching of reading in this language, obviously further prepared by the training offered by LPT.

Table 29: IEF Guingueneo

| Locality | School | Main language in the locality (according to school director) | Language of communication of students in schoolyard | | Language proposed for the school | | | Teachers mastering the language proposed by the community | Total n° of teachers surveyed by school |
|---|---|---|---|---|---|---|---|---|---|
| | | | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | | |
| KHELCOM | EE NDOUBOR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 0.00 | 3 |
| KHELCOM | EE TOUBA KHAYOKH | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2.00 | 2 |
| KHELCOM BIRAME | EE NDOFFANE TANWAR | Wolof + Sereer | Wolof | wolof | wolof | Wolof | wolof | 1.00 | 4 |
| KHELCOM BIRANE | EE THIACALAR | Wolof + Sereer | Wolof + Sereer | wolof | wolof | Wolof | wolof | 5.00 | 5 |
| KHELCOM BIRANE | EE Thieyacine sarr ex ngekhokh | Wolof + Sereer | Wolof + Sereer | Sereer | Sereer | Wolof | wolof | 1.00 | 5 |
| KHELCOM BIRANE | EE WARDIAKHAL | Sereer | Wolof + Pular + Sereer | wolof | wolof | Sereer | wolof | 5.00 | 5 |
| KHELCOME BIRAME | EE DAGA SAMBARE | Sereer | Pulaar | Sereer | Sereer | Sereer | Sereer-wolof | 1.00 | 2 |
| KHELCOME BIRAME | EE KHAYOKH | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2.00 | 5 |
| KHELCOME BIRAME | EE NDOFFANE KOLY | Sereer | Sereer | Sereer | Sereer | Wolof | wolof | 4.00 | 5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| KHELCOME BIRAME | EE PEULH NGADIARY | Pulaar | Pulaar | Sereer-pulaar | Sereer | Pulaar | Pulaar | 0.00 | 1 |
| KHELCOME BIRANE | EE DIAGLE NGOR | Wolof | Wolof | wolof | wolof | Wolof | wolof | 4.00 | 5 |
| KHELCOME BIRANE | EE SATE WALY | Wolof | Wolof | Sereer | Sereer | Wolof | Sereer | 2.00 | 5 |
| MBADAKHAME | EE MAMA NIOKHOR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2.00 | 5 |
| MBADAKHOUNE | EE MAKA KAHONE | Sereer | Wolof + Sereer | Sereer | Sereer | Wolof | wolof | 0.00 | 5 |
| MBADAKHOUNE | EE NDOUR NDOUR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1.00 | 4 |
| MBADAKHOUNE | EE SAWILA PEULH | Wolof | Wolof | wolof-pulaar | wolof | Wolof | wolof | 1.00 | 2 |
| NGATHIE NAONDE | DAGA DIAKHATE | Wolof + Sereer | Wolof + Sereer | wolof | wolof | Wolof | wolof | 3.00 | 5 |
| NGATHIE NAONDE | EE DAROU SALAM | Wolof | wolof | wolof | wolof | Wolof | Pulaar | 0.00 | 3 |
| NGATHIE NAONDE | EE NGATHIE PEULH | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 0.00 | 5 |
| NGATHIE NAOUDE | EE DAGA MIGNANE | Sereer | Sereer | Sereer | Sereer | Wolof | Sereer-wolof | 1.00 | 2 |
| NGATHIE NAOUDE | EE NGALAGNE NGATHIE | Sereer | Sereer | Sereer-wolof | Sereer | Sereer | Sereer | 0.00 | 1 |
| NGATHIE NAOUDE | EE NGATHE KEUR OLDY | Pulaar | Sereer | pulaar | Pulaar | Pulaar | Pulaar | 0.00 | 5 |
| Ngathie Naoude | EE NGOLOUM | Wolof + Sereer | Wolof + Sereer | Sereer | Sereer | Sereer | Sereer-wolof | 2.00 | 5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NGATHIE PEULH | EE DANGARA SARE DIADIE | Pulaar | Pulaar | pulaar | Pulaar | Wolof | Pulaar | 4.00 | 4 |
| NGUELOU | EE THICKY SEREERE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2.00 | 5 |
| OUROUR | EE COLOBANE MANDE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1.00 | 3 |
| OUROUR | EE MAKA SOUMBEL | Wolof | Wolof | Sereer | Sereer | Wolof | wolof | 1.00 | 2 |
| OUROUR | EE MANDE KEUR MIGNANE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 0.00 | 3 |
| OUROUR | EE OUROUR | Wolof | Pulaar | pulaar | Pulaar | Wolof | Pulaar | 1.00 | 4 |
| OUROUR | EE SOUMBEL | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 0.00 | 4 |
| OUROUR | LAMBOCK | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 0.00 | 5 |
| OUROUR | MANDE KOUTA | Sereer | Sereer | Sereer | Sereer | Sereer | Pas d'enseignant | 0.00 | 0 |

In the IEF of Guingueneo, 32 schools have been visited and 119 teachers surveyed. This IEF seems to be more heterogeneous with regard to the use of national languages. There are quite a few schools where all three languages, Pulaar, Wolof and Sereer, appear as main common language, mentioned by school directors, teachers or the community. All actors were on agreement on the LOI in only 46.8% of the cases, and school directors and communities differed in 25% of schools.

In 34% of schools (11 out of 32), none of the teachers surveyed and currently working in the school, would have enough language skills in the language chosen for the school to be able to teach reading in this language to the CI class. Each of these schools was however finally able to designate a teacher with adequate language skills to participate in the training and take over the CI class[3].

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[3] A note had been sent out on 28 July 2017 by the Minister of Education to all IEF participating in the program in 2017/2018 giving indications on how to select a teacher for the class of CI. The DEE communicated further to all school directors that they should contact the IEF and IA in case no teacher was available in the school so as to organize a transfer on time.

Table 30: IEF Nioro

| Locality | School | Main language in the locality (according to school director) | Language of communication of students in schoolyard | | Language proposed for the school | | | Teachers mastering the language proposed by the community | Total n° of teachers surveyed by school |
| | | | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | | |
|---|---|---|---|---|---|---|---|---|---|
| DABALY | EE KABACOTO | Wolof + Pulaar | Pulaar | pulaar | pulaar | Pulaar | wolof | 2.00 | 5 |
| GAINTE KAYE | EE KEUR DESSADIO | Pulaar | Pulaar | pulaar | pulaar | Wolof | wolof | 1.00 | 2 |
| GAINTH KAYE | EE FAOUROU SEREERE | Sereer | Pulaar | Sereer | Sereer | Sereer | Sereer | 2.00 | 4 |
| KAYMOR | EE SINTHIOU KOHEL | Pulaar | Pulaar | pulaar-wolof | pulaar | Pulaar | Pulaar | 0.00 | 2 |
| KEUR MABA DIAKHOU | EE KEUR AMATH SEYDOU | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | wolof | 1.00 | 3 |
| KEUR MABA DIAKHOU | GORIA | Pulaar | Pulaar | pulaar | pulaar | Pulaar | Pulaar | 1.00 | 2 |
| MEDINA SABAKH | EE KOHEL | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 0.00 | 2 |
| MEDINA SABAKH | EE PAKANE KEUR GAGNY | Wolof | Wolof | pulaar | Pulaar | Wolof | wolof | 0.00 | 1 |
| NGAYENE | DIAMA KACOUNDA | Pulaar | Pulaar | wolof-pulaar | Pulaar | Pulaar | Pulaar | 1.00 | 1 |
| POROKHANE | EE DAGA ALBOURY | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 1.00 | 2 |

| PROKHANE | EE KEUR YOUGO SADIO | Sereer | Wolof + Pular + Sereer | pulaar | pulaar | Pulaar | Pulaar | 0.00 | 2 |
|---|---|---|---|---|---|---|---|---|---|

Data was collected for the mapping exercise in 11 schools in the IEF of Nioro and 26 teachers surveyed. In the 11 schools for which a national language has been chosen by the community for reading instruction, 4 schools were found not to have a teacher among those surveyed who comfortably speaks this language. However, following this study, all schools targeted by the program were able to designate a teacher for the 2018-2019 school year with at least a perceived minimum of language skills needed to teach reading in CI in the languages chosen.

## IA Fatick

Table 31: IEF Fatick

| Locality | School | Main language in the locality (according to school director) | Language of communication of students in schoolyard | | Language proposed for the school | | | Teachers mastering the language proposed by the community | Total n° of teachers surveyed by school |
|---|---|---|---|---|---|---|---|---|---|
| | | | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | | |
| chaine urbaine | AMADOU DALY FAYE | Wolof | Wolof | wolof, Sereer, pulaar | wolof, Sereer | Wolof | wolof | 3 | 4 |
| chaine urbaine | CROISEMENT TP | Wolof | Wolof | Sereer-wolof | Sereer-wolof | Wolof | wolof | 2 | 3 |
| chaine urbaine | DARAL 2 | Wolof | Wolof | Sereer-wolof | Sereer-wolof | Wolof | wolof | 2 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| chaine urbaine | EE APPLICATION | Wolof + Sereer | Sereer | Sereer-wolof | Sereer-wolof | Sereer | Sereer | 2 | 3 |
| Chaine Urbaine | EE BOURE NGOM | Wolof | Wolof | Sereer-wolof | Wolof | Wolof | wolof | 2 | 3 |
| chaine urbaine | EE cite des Emetteurs | Wolof | Wolof | Sereer-wolof | wolof | Wolof | Sereer | 2 | 3 |
| chaine urbaine | EE DIAKHAO 2 | Sereer | Sereer | Wolof-Sereer | Wolof | Sereer | Sereer | 2 | 3 |
| chaine urbaine | EE ELHADJI SALIF BA | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 3 | 4 |
| chaine urbaine | EE MAHECOR DIOUF | Wolof | Wolof + Pular + Sereer | Wolof | Wolof | Wolof | wolof | 3 | 4 |
| chaine urbaine | EE MBOUBANE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 1 | 3 |
| chaine urbaine | EE MOUSTAPHA BAIDY BA | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 4 |
| chaine urbaine | EE NGOR NDAME NDIAYE | Sereer | Wolof | Wolof - Sereer | Wolof-Sereer | Sereer | Sereer | 2 | 3 |
| chaine urbaine | EE POUKHAM NDIEM | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| chaine urbaine | EE SERIGNE KHALY NIANG | Sereer | Wolof | Wolof | Wolof | Wolof | wolof | 3 | 3 |
| chaine urbaine | EE THIAGOUNE NDIAYE | Sereer | Sereer | Sereer-wolof | Sereer-wolof | Sereer | Sereer | 2 | 3 |
| chaine urbaine | EFA DIAKHAO | Wolof + Sereer | Wolof + Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| DIAOULE | DIAOULE1 | Wolof | Wolof | Wolof | Wolof | Pulaar | wolof | 3 | 3 |
| DIAOULE | DIAOULE2 | Pulaar | Pulaar | pulaar-wolof-Sereer | pulaar | Pulaar | Pulaar | 3 | 3 |
| DIAOULE | EE MAROUTH 2 | Sereer | Sereer | Sereer-pular-wolof | Sereer | Sereer | Sereer | 2 | 3 |
| DIAOULE | EE TENE TOUBAB | Sereer | Sereer | Sereer, wolof, pulaar | Sereer | Sereer | Sereer | 2 | 3 |
| DIAOULE | GALANGUE SEREERE | Sereer | Sereer | wolof, Sereer, pulaar | Sereer | Sereer | Sereer-wo | 2 | 2 |
| DIAOULE | KEUR LAMINE SENE | Sereer | Sereer | Sereer-wolof | Wolof-Sereer | Sereer | Sereer | 2 | 3 |
| DIAOULE | KORA | Pulaar | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | 1 | 2 |
| DIAOULE | NDAGANE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 2 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| DIAOULE | SOMNOMADE | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | 1 | 2 |
| MBELLACADIO | EE DIAGLE | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | 2 | 3 |
| MBELLACADIO | EE DIARAF MBAGNE NDIOUGOUR SENE | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | 1 | 3 |
| MBELLACADIO | EE KHASSEME | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | 2 | 3 |
| MBELLACADIO | EE MBOUMA | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | 1 | 3 |
| MBELLACADIO | EE MBOUMA NDEB | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | 2 | 3 |
| MBELLACADIO | EE NDA!RY | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | 2 | 3 |
| MBELLACADIO | EE NGUINDINE SEREERE | *Sereer* | *Pulaar* | *Sereer* | *Sereer* | *Pulaar* | *Sereer* | 0 | 2 |
| MBELLACADIO | EE POUKHAM TOCK | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | 2 | 3 |
| MBELLACADIO | EE SAKHAO | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | 1 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| MBELLACADIO | EE SIBDAR PAKHAREME | Sereer | Sereer | Sereer-pulaar-wolof | Sereer | Sereer | Sereer | 2 | 3 |
| MBELLACADIO | EE THIABA | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| MBELLACADIO | NGOULOUL PEULH | Pulaar | Wolof + Pular + Sereer | pulaar-wolof | pulaar | Sereer | Pulaar | 1 | 3 |
| MBELLACADIO | NGOULOUL SEREERE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 5 |
| NDIOB | EE BOOF NDIEMENE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| NDIOB | EE NDIOB | Sereer | Sereer | Sereer-wolof-joola | seerer | Sereer | Sereer | 3 | 3 |
| NDIOB | EE NDIOURBEL-SINE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| NDIOB | EE NGOM GNILANE FAYE (BACCO NDIEME) | Sereer | Sereer | Sereer-wolof | Sereer-Wolof | Sereer | wolof | 2 | 3 |
| NDIOB | EE SOUPA-SEREER | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| NDIOB | FARARE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| NDIOB | NDIOUDIOUF/ NDIOB | Sereer | Sereer | Sereer-wolof | Sereer | Sereer | Sereer | 1 | 3 |

| NDIOB | THIALE | Wolof | Wolof + Sereer | Wolof | Wolof | Wolof | wolof | 1 | 2 |
|---|---|---|---|---|---|---|---|---|---|
| NDIOP | BANGADJI | Wolof | Wolof + Sereer | wolof | wolof | Wolof | wolof | 0 | 3 |
| NGAYOKHEME | EE DATEL | Wolof + Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 0 | 1 |
| NGAYOKHEME | EE NGANE FISSEL | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 2 |
| NGAYOKHEME | EE NGAYOKHEME | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| NGAYOKHEME | EE TOUKAR 2 | Sereer | Wolof | Wolof-Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| NGAYOKHEME | KALOM | Sereer | Sereer | Sereer | Sereer | Sereer | wolof | 1 | 2 |
| NGAYOKHEME | POUDAYE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| NGAYOKHEME | SOB | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 4 | 5 |
| Ngayokhene | EE MBINONDAR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 2 |
| Ngayokhene | EE MONEME | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 2 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NGAYOKHENE | KAAM FRANCOIS DE FASE DE IMAM | Sereer | Sereer | Sereer | Sereer | Wolof | Sereer | 2 | 3 |
| NIAKHAR | EE BIBANE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| NIAKHAR | EE ECOLE DE MBAFAYE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| NIAKHAR | EE GODAGUENE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| NIAKHAR | EE MBOUDAYE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| NIAKHAR | EE NGUESS | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| NIAKHAR | EE NIAKHAR 2 | Autres | Pulaar | Wolof-Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| NIAKHAR | EE PODOM | Sereer | Wolof | Sereer | Sereer | Sereer | Sereer | 0 | 2 |
| NIAKHAR | EE POLECK NIANIANE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| NIAKHAR | EE SAGNE FOLO | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| NIAKHAR | EE SANGHAIRE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| NIAKHAR | EFA NIAKHAR 3 | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| NIAKHAR | LANGUEME-MEME | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| NIAKHAR | MBANE NIAKHAR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| NIAKHAR | N'DIEME MACK | Sereer | Autres | Sereer | Sereer | Autres | Sereer | 1 | 3 |
| NIAKHAR | YENGUELE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| PATAR SINE | EE NGALAGNE DIARAF | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| PATAR SINE | EE NGARY MADANE NDIAYE | Sereer | Sereer | Sereer-wolof | Sereer | Sereer | Sereer | 2 | 3 |
| PATAR SINE | EE SOMA BACK | Sereer | Sereer | Sereer | Sereer | Autres | Sereer | 2 | 3 |
| PATAR SINE | EE WAKHALDIAM | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| PATAR SINE | KEUR NGODJ/patar2 | Sereer | N/A! | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| PATAR SINE | MAKHDJI | Sereer | Sereer | Sereer | Sereer | Sereer | wolof | 1 | 3 |
| PATAR SINE | MBAKHANE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| PATAR SINE | MBOULLAKHAR | Sereer | Sereer | Sereer | Sereer | Autres | Sereer | 2 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| PATAR SINE | NDIDOR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| PATAR SINE | TELLAYARGOU YE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| THIARE DIALGUI | EE THIARE DIALGUI | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| THIARE NDIALGUI | BOOF POUPOUYE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| THIARE NDIALGUI | DIADIEL | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| THIARE NDIALGUI | DIOCK | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| THIARE NDIALGUI | EE MBOTIL NDONE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| THIARE NDIALGUI | EE NDOFFANE MOURIDE | Wolof | Wolof | wolof, pulaar, Sereer | Wolof | Wolof | wolof | 3 | 3 |
| THIARE NDIALGUI | EE NDOFFENE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| THIARE NDIALGUI | EE TOFFAYE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| THIARE NDIALGUI | LABA DIENE NGOM | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 0 | 3 |
| THIARE NDIALGUI | MARONEME | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| THIARE NDIALGUI | MBAMANE | Sereer | Wolof + Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| THIARE NDIALGUI | MBOURSINE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 5 |
| THIARE NDIALGUI | NDIELEME FARBA | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 0 | 3 |
| THIARE NDIALGUI | THIOUTHIOUNE | Sereer | Sereer | Wolof | Wolof | Sereer | Sereer | 1 | 3 |

The IEF of Fatick was the largest one included in the survey, where 96 schools were visited for data collection and 285 teachers surveyed. Fatick appears to be much more homogeneous with 80 schools out of 96 where all actors agreed on the LOI and only 8 schools where the school director and the community disagree on the language to be selected.

Six schools (6.25% of those studied) did not have at least one teacher among those surveyed who sufficiently spoke the language chosen for the school by the community well enough to go through the training provided by LPT and take over the class of CI in 2017/2018. However, following this study, all schools targeted by the program were able to designate a teacher for the 2018-2019 school year with at least a perceived minimum of language skills needed to teach reading in CI in the languages chosen.

## Diofor

Table 32: IEF Diofor

| Locality | School | Main language in the locality (according to school director) | Language of communication of students in schoolyard | | Language proposed for the school | | | Teachers mastering the language proposed by the community | Total n° of teachers surveyed by school |
|---|---|---|---|---|---|---|---|---|---|
| | | | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | | |
| chaine urbaine | DIOFYOR CENTRE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| chaine urbaine | EE MEDINA DIOFIOR | Sereer | Wolof + Sereer | Sereer-wolof | Sereer-wolof | Sereer | Sereer | 3 | 3 |
| DIARRERE | EE BICOLE | Sereer | Sereer | Sereer | Sereer | Sereer | wolof | 1 | 5 |
| DIARRERE | EE DIAGA DIONE DIARRERE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 5 |
| DIARRERE | EE DIOHINE 2 | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 4 |
| DIARRERE | EE GADIACK | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 4 |
| DIARRERE | EE GODEL | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 2 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| DIARRERE | EE KOTHIOKH | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 6 |
| DIARRERE | EE LEME DAME | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 2 |
| DIARRERE | EE MBASSIS | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 5 | 5 |
| DIARRERE | EE MBELLONGHOUTH ISMA | Sereer | Sereer | Sereer | Sereer | Sereer | wolof | 1 | 3 |
| DIARRERE | EE NDOUFF | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 5 |
| DIARRERE | EE SANGHARE | Sereer | Autres | Sereer | Sereer | Sereer | Sereer | 1 | 4 |
| DIARRERE | NGODJILEME | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 5 |
| DIARRERE | POULTOCK DIOKHINE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 6 |
| DIOFIOR | EE NIMZATT | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| DIOFIOR | EE SINDIANEKA | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| DIOFIOR | NDOUGUE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| DIOUROUP | DAFEME | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| DIOUROUP | DIOB NDOFFENE | Sereer | Sereer | Sereer-pulaar | Sereer | Sereer | Sereer | 2 | 3 |

| DIOUROUP | DIOB SIMON | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
|----------|------------|--------|--------|--------|--------|--------|--------|---|---|
| DIOUROUP | EE BOUBANE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 2 |
| DIOUROUP | EE DIOUROUP NDOUR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 4 | 5 |
| DIOUROUP | EE GUEDJ DIOUF(DIORAL) | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| DIOUROUP | EE MOMAR DIENG(DIOUROUP FAMACK) | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 4 | 5 |
| DIOUROUP | EE NDIOUDIOUF | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| DIOUROUP | EE SOWANE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| DIOUROUP | EE WANDIEME SENGHOR DE DOUDAME | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| DIOUROUP | NDIONGOLOR | *Wolof + Pulaar + Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *2* | *3* |
| DJILASS | EE DJILASSE 1 | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *2* | *3* |
| DJILASSE | DJILASSE 2 | *Sereer* | *Sereer* | *Sereer - wolof* | *Sereer* | *Sereer* | *Sereer-wo* | *0* | *2* |
| DJILASSE | EE FAOYE | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *6* | *8* |
| DJILASSE | EE SONDIANE DIMLE | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *0* | *3* |
| DJILASSE | EE SOUDIANE SANGHAIE | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *1* | *3* |
| FIMELA | DJIDIACK NDEO COUMBA SARR/YAYENE | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *3* | *3* |
| FIMELA | EE DJILOR SINE | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *2* | *3* |
| FIMELA | EE FIMELA | *Sereer* | *Wolof + Sereer* | *Sereer-wolof-joola* | *Sereer* | *Sereer* | *Sereer* | *3* | *5* |
| FIMELA | EE FIMELA 2 | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *4* | *4* |
| FIMELA | EE NDIEDIENG | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *Sereer* | *2* | *3* |

| | | | | Sereer - pulaar - wolof | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| FIMELA | NDANGANE VILLAGE | Sereer | Sereer | Sereer - pulaar - wolof | Sereer | Sereer | Sereer | 2 | 3 |
| FIMELA | SIMAL | Sereer | Sereer | Sereer - wolof | Sereer | Sereer | Sereer | 5 | 5 |
| LOUL SESSENE | EE BOYARD | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| LOUL SESSENE | EE LOUL NDOURNDOUR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| LOUL SESSENE | EE NDIOL KHOKHANE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| LOUL SESSENE | EE NGOYACOP | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| LOUL SESSENE | EE SING NGUESSINE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 4 |
| LOUL SESSENE | NDIAGAMBA | Sereer | Sereer | Sereer | Sereer | Sereer | wolof-Pulaar-Sereer | 2 | 3 |
| LOUL SESSENE | NGUESSINE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 2 |
| LOUL SESSENE | POMBANE | Wolof + Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |

| PALMARIN FACAO | DJIFER | Wolof | Wolof + Pulaar | wolof, Sereer, pulaar, joola, bambara | Sereer | Wolof | wolof | 2 | 3 |
|---|---|---|---|---|---|---|---|---|---|
| PALMARIN FACAO | PALMARIN DIAKHANOR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| PALMARIN FACAO | PALMARIN FACAO | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| TATTAGUINE | BACCO-BOOF | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| TATTAGUINE | BACCO-BOOF 2 | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| TATTAGUINE | EE AMATH BOURY NDIAYE | Sereer | Sereer | Sereer-wolof | Wolof | Sereer | wolof | 4 | 6 |
| TATTAGUINE | EE NGOHE SECCO | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 4 | 6 |
| TATTAGUINE | EE POULTOCK-NDIOSMONE | Sereer | Sereer | Sereer-wolof | Sereer | Sereer | wolof | 4 | 6 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| TATTAGUINE | ELHADJI MOUSTAPHA SARR (EX TATTAGUINE 1) | Wolof | Wolof + Sereer | Wolof | Wolof | Wolof | Sereer | 1 | 3 |
| TATTAGUINE | KAMIYACK | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| TATTAGUINE | KHONDIOGNE | Sereer | Sereer | Sereer - wolof | Sereer | Sereer | Sereer | 3 | 3 |
| TATTAGUINE | MBEDAP | Sereer | Pulaar | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| TATTAGUINE | MBELLONGOUTH | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| TATTAGUINE | NGOHE MBOUGUEL | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| TATTAGUINE | PETHIE MAKHA | Sereer | Wolof + Pular + Sereer | Sereer-pulaar | Sereer | Sereer | No Teacher | 0 | 0 |
| TATTAGUINE | THIAMENE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |

Data was collected in 65 schools in the IEF of Diofor and 230 teachers were interviewed. For 63 out of 65 schools, Sereer had been indicated by the community as the language to be chosen for reading instruction in the early grades (sometimes together with other languages). In two other schools the community would prefer Wolof to be taught, and in these cases, the teachers and school directors had also recommended Wolof and had indicated that the students on the schoolyard were actually using Wolof to communicate.

Diofor also appears to be quite homogeneous, with 87.69% of schools where all actors agreed on the LOI, and only one case where the Director disagreed with the community.

In two schools, none of the teachers surveyed had enough language skills in the language chosen by the community to be able to take the training offered by LPT and to then teach reading in CI in 2017/2018. Again, as said above, all the schools were finally able to designate a teacher with relevant language skills to take on the CI class.

## Foundioune

Table 33: IEF Foundioune

| Locality | School | Main language in the locality | Language of communication of students in schoolyard | | Language proposed for the school | | | Teachers mastering the language proposed by the community | Total n° of teachers surveyed by school |
|---|---|---|---|---|---|---|---|---|---|
| | | | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | | |
| BASSOUL | EE AMASSIGA DIOP | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| BASSOUL | EE BASSOUL2 | Sereer | Sereer | Sereer | Sereer | Wolof | wolof | 0 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| BASSOUL | EED SAMBOU YANDE SARR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer-wo | 2 | 3 |
| chaine urbaine | EE BABACAR NDENE DIOP | Pulaar | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| chaine urbaine | EE DAROU MERINA | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 3 |
| chaine urbaine | EE KARANG 2 | Wolof + Pulaar + Sereer | Wolof + Pular + Sereer | manding-wolof | wolof | Wolof | wolof | 2 | 3 |
| chaine urbaine | EE KARANG 4 | Wolof | Wolof | wolof-manding | wolof | Wolof | wolof | 2 | 3 |
| chaine urbaine | EE KARANG POSTE 1 | Wolof | Wolof | wolof | wolof | Wolof | wolof | 3 | 3 |
| chaine urbaine | EE TAFSIR ALIOU MOR BOYE | Wolof | Wolof | Sereer joola Pulaar | wolof ou Sereer | Wolof | wolof | 0 | 1 |
| DIAGANE BARKA | EE NDOFFENE NDARY | Wolof | Wolof | Wolof | wolof | Wolof | wolof | 1 | 1 |
| DIAGANE BARKA | SOROM | Wolof | Wolof | wolof | wolof | Wolof | wolof | 3 | 3 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| DIONEWAR | EE BANDE NIAMBO (NIODIOR) | Sereer | Sereer | Sereer | Sereer | Sereer | wolof | 0 | 3 |
| DIONEWAR | EE DIONEWAR2 | Sereer | Sereer | Sereer-wolof | Sereer | Sereer | Sereer | 2 | 3 |
| DIOSSONG | EE BOULY | Wolof | Wolof | wolof-pulaar-Sereer | wolof | Wolof | wolof | 3 | 3 |
| DIOSSONG | EE KEBE ANSOU | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 3 | 3 |
| DIOSSONG | EE KEUR ABDOU YACINE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 1 | 3 |
| DIOSSONG | EE KEUR ALIOU DIOP | Wolof + Sereer | Wolof | wolof-seerer -pulaar | wolof | Wolof | wolof | 2 | 2 |
| DIOSSONG | EE KEUR ELIMANE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 3 | 3 |
| DIOSSONG | EE LERANE SAMBOU | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 3 |
| DIOSSONG | EE MBOWENE IBRA | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| DIOSSONG | EE NDIONGONE TALLENE | Sereer | Wolof + Sereer | Sereer | wolof | Sereer | wolof | 3 | 4 |

| DIOSSONG | EE PASSY BITEYENE | Wolof | Wolof | wolof | wolof | Wolof | wolof | 0 | 3 |
|---|---|---|---|---|---|---|---|---|---|
| DIOSSONG | EE THIAKHO NDRAME MACOUMBA | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| DIOSSONG | EE THIAMENE BIRANE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| DJILOR | EE BANGALERE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 2 |
| DJILOR | EE DJILOR SALOUM PILOTE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 3 | 3 |
| DJILOR | EE KEU FARBA | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 2 |
| DJILOR | EE KEUR CHEIKHOU | Wolof | Wolof | Pulaar-manding-wolof | wolof | Wolof | wolof | 1 | 1 |
| DJILOR | EE KEUR MOR DIOP | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| DJILOR | EE KEUR OUMAR | Pulaar | Pulaar | pulaar | pulaar | Wolof | Sereer | 1 | 3 |
| DJILOR | EE LAMBAYE | Sereer | Sereer | Sereer | Sereer | Wolof | Sereer | 2 | 2 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| DJILOR | EE LATHILIR NDONG/ SADIOGA | Sereer | Sereer | wolof-pulaar-Sereer | Sereer | Wolof | Sereer | 3 | 3 |
| DJILOR | EE NDIOMBY | Sereer | Sereer | wolof-pulaar-Sereer | Sereer | Sereer | Sereer | 2 | 2 |
| DJILOR | EE PETHIE | Sereer | Sereer | Sereer | Sereer | Sereer | wolof | 0 | 3 |
| DJIRNDA | EE ARFANG MANE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| DJIRNDA | EE BABACAR THIOR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| DJIRNDA | EE BAOUTH | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| DJIRNDA | FELIR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| KEUR SALOUM DIAME | EE NDRAME IBRA | Wolof | Wolof | Wolof | wolof | Wolof | wolof | 2 | 3 |
| KEUR SALOUM DIANE | EE  SERIGNE BAMBA | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 1 | 2 |
| KEUR SALOUM DIANE | EE BAMBADALLA THIAKHO | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 0 | 1 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| KEUR SALOUM DIANE | EE EL HADJI SALOUM DIANE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 1 | 3 |
| KEUR SALOUM DIANE | EE KEUR LAMINE SOKHNA | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 2 |
| keur saloum diane | keur boye | Autres | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 2 |
| KEUR SAMBA GUEYE | EE DJIDDAH | Wolof | Wolof + Sereer | wolof | wolof | Wolof | wolof | 3 | 3 |
| KEUR SAMBA GUEYE | EE KEUR HAMBOU | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| KEUR SAMBA GUEYE | EE KEUR MOMATH SOUNA | Wolof | Wolof + Sereer | Wolof | Wolof | Wolof | wolof | 3 | 3 |
| KEUR SAMBA GUEYE | EE NDIANGANE KEUR GADJI | Wolof | Wolof | Wolof | Wolof-Sereer | Wolof | wolof | 1 | 1 |
| KEUR SAMBA GUEYE | EE PASSY NDENDERLING | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 2 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| KEUR SAMBA GUEYE | EE SABASSY SYLLA | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 3 | 3 |
| KEUR SAMBA GUEYE | EFA KEUR AYIB KA | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| KEUR SAMBA GUEYE | KEUR SALOLY BOUYA | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| MBAM | EE DOURY SARR DE MBASSIS | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| MBAM | EE GAGNE MODY | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| MBAM | EE GAGUE BOCAR | Wolof | Wolof | wolof | wolof | Wolof | wolof | 3 | 3 |
| MBAM | EE MBAM 1 | Sereer | Sereer | sereer | Sereer | Sereer | Sereer | 1 | 3 |
| NIASSENE | AINOUMANE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| NIASSENE | EE KEUR MBANGOU | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 2 |
| NIASSENE | EE DAGA BIRAM | Wolof + Sereer | Wolof + Sereer | wolof | wolof | Wolof | wolof | 2 | 2 |
| NIASSENE | EE KEUR BIRANE KHOUREDIA | Wolof | Wolof | Wolof | Wolof | Sereer | wolof | 0 | 2 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NIASSENE | EE KEUR MOR KHNEDIA | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 1 | 2 |
| NIASSENE | EE THIAMENE DIOGO | Wolof | Wolof | wolof | wolof | Wolof | wolof | 1 | 1 |
| NIASSENE | FRANCO ARABE THIAMENE KEUR SOULEYMANE | Wolof | Wolof + Pulaar | wolof, pulaar | Wolof | Autres | wolof | 2 | 3 |
| NIORO ALASSANE TALL | EE CODE MAR NDIAYE | Wolof | Wolof + Sereer | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| NIORO ALASSANE TALL | EE DAROU IBRAHIMA SAGNANE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 2 |
| NIORO ALASSANE TALL | EE KEUR AMATH SENNE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 1 | 1 |
| NIORO ALASSANE TALL | EE KEUR NGATA | Wolof | Wolof | Wolof | Wolof | Wolof | Pas d'enseignant | 0 | 0 |
| NIORO ALASSANE TALL | EE KEUR SERIGNE KHODIA | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 1 | 2 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NIORO ALASSANE TALL | EE KEUR YORO DIOP | Pulaar | Pulaar | Pulaar | Pulaar | Pulaar | wolof | 2 | 5 |
| NIORO ALASSANE TALL | EE NDIAO SEREERE | Wolof | Wolof | Sereer | Sereer | Sereer | wolof | 1 | 2 |
| NIORO ALASSANE TALL | EE NDIAW MALICK | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 1 | 3 |
| NIORO ALASSANE TALL | EE NDIOB THIARENE | Wolof | Wolof | Sereer-manding-wolof | Wolof | Wolof | wolof | 1 | 3 |
| NIORO ALASSANE TALL | EE NIORO ALASSANE TALL | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| NIORO ALASSANE TALL | EE SIMONG DIENE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| NIORO ALASSANE TALL | EE THIOYENE SOKONE | Wolof | Pulaar | wolof | wolof | Wolof | wolof | 1 | 1 |
| NIORO ALASSANE TALL(NAT) | EE SENGHOR | Autres | Autres | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| PASSY | EE PASSY 5 | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| PASSY | EE PASSY2 | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| PASSY | EE PASSY3 | Wolof | Wolof | wolof | Wolof | Sereer | wolof | 0 | 3 |
| PASSY | EE PASSY4 | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 3 | 3 |
| PASSY | EE SERIGNE NGATANE TOURE EX PASSY1 | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 1 | 3 |
| SOKONE | EE ALPHA M S DIALLO SOKONE 2 | Wolof | Wolof | wolof | wolof | Wolof | wolof | 1 | 3 |
| SOKONE | EE ELHADJI ABDOURAHMANE SY | Wolof | Wolof | wolof | wolof | Wolof | wolof | 3 | 3 |
| SOKONE | EE SOKONE3 | Wolof + Sereer | Wolof + Sereer | wolof | wolof | Wolof | wolof | 2 | 3 |
| SOKONE | EE SOKONE4 | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| SOKONE | EE SOKONE5 | Sereer | Sereer | wolof | wolof | Sereer | Sereer | 0 | 3 |
| SOKONE | SOKONE6 | Wolof | Wolof | wolof | wolof | Wolof | wolof | 3 | 3 |
| SOUM | SOUM 2 | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| TOUBA COUTA | DIAGLE | Wolof + Sereer | Wolof | Wolof | Wolof | Sereer | wolof | 3 | 3 |
| TOUBA COUTA | EE BABDOUDOU | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |

| | | | | | | | | 1 | |
|---|---|---|---|---|---|---|---|---|---|
| TOUBA COUTA | EE LIMANE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | | 3 |
| TOUBA COUTA | EE MAMADOU DIOUF | Sereer | Sereer | Sereer | Sereer | Sereer | wolof | 1 | 3 |
| TOUBA COUTA | EE NDOFFANE MADY DADO | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |
| TOUBACOUTA | EE BAMAKO | Autres | Autres | Wolof | Wolof | Autres | wolof | 0 | 3 |
| TOUBACOUTA | EE DAGA BABOU | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 0 | 3 |
| TOUBACOUTA | EE DIANKO MANE DE DASSILAME SEREERE | Sereer | Sereer | wolof | wolof | Sereer | Sereer | 3 | 3 |
| TOUBACOUTA | EE KEUR ALIOU GUEYE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 2 |
| TOUBACOUTA | EE LOUIS PASTEUR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 2 |
| TOUBACOUTA | EE NDOUMBOUDJI | Sereer | Sereer | Wolof | Wolof | Sereer | wolof | 3 | 3 |
| TOUBACOUTA | EE SAROUDIA | Autres | Autres | wolof | wolof | Wolof | wolof | 2 | 2 |

| Locality | School | Main language in the locality | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | Teachers mastering | Total |
|---|---|---|---|---|---|---|---|---|---|
| TOUBACOUTA | EE TOUBACOUTA 2 | Wolof + Sereer | Wolof + Sereer | Wolof | Wolof | Wolof | wolof | 3 | 3 |
| TOUBACOUTA | EE TOUBACOUTA1 | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 2 | 3 |

Data was collected in 102 schools in the IEF of Foundioune and 271 teachers surveyed. Diofor has 76.47% schools where all actors agreed on the LOI, and only 9.8% of schools where School Directors and communities disagreed on the language to be chosen for the school.

In 12 schools (10.7%) none of the teachers surveyed had enough language skills in the language chosen for the school by the community to take over the class of CI for teaching early grade reading in 2017/2018. However, following this study, all schools targeted by the program were able to designate a teacher for the 2018-2019 school year with at least a perceived minimum of language skills needed to teach reading in CI in the languages chosen.

## Gossas

Table 34: IEF Gossas

| Locality | School | Main language in the locality (according to school directors) | Language of communication of students in schoolyard | | Language proposed for the school | | | Teachers mastering the language proposed by the community | Total n° of teachers surveyed by school |
|---|---|---|---|---|---|---|---|---|---|
| | | | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | | |
| Chaine urbaine | EE OMAR GUEYE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 3 | 3 |

| COLOBANE | COLOBANE1 | Wolof | Wolof | wolof | wolof | Wolof | wolof | 0 | 3 |
|---|---|---|---|---|---|---|---|---|---|
| COLOBANE | COLOBANE2 | Wolof | Wolof | wolof | wolof | Wolof | wolof | 3 | 3 |
| COLOBANE | EE DIABEL | Wolof | Wolof | Wolof, Sereer, pulaar | wolof | Wolof | wolof | 1 | 1 |
| COLOBANE | GAYNA MBAR | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 3 |
| COLOBANE | KHAYANE | Wolof | Wolof + Pular + Sereer | wolof | wolof | Wolof | wolof | 1 | 3 |
| GOSSAS | EE KEUR EL HADJI | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 3 |
| GOSSAS | EE SAMBA YOMB | Wolof | Wolof | wolof | wolof | Wolof | wolof | 3 | 3 |
| GOSSAS | EE SERIGNE BASSIROU MBACKE | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 3 |
| GOSSAS | EE SERIGNE THIERNO DIAW | Wolof | Wolof | wolof | wolof | Wolof | wolof | 3 | 3 |
| MBAR | DAROU MARNANE | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 3 | 3 |
| MBAR | DAROU NDIAYE | Wolof | Wolof + Sereer | Wolof | Wolof | Wolof | wolof | 3 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| MBAR | DEGUERRE 2 | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 0 | 3 |
| MBAR | DEKHAYE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| MBAR | EE DABY NGAMA | Wolof | Wolof | wolof | wolof | Wolof | wolof | 1 | 1 |
| MBAR | EE MBAR I | Wolof | Wolof | wolof | wolof | Wolof | wolof | 3 | 4 |
| MBAR | EE MBAR II | Wolof | Wolof | wolof | wolof | Wolof | wolof | 5 | 5 |
| MBAR | EE NAMARY DIARGA | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 0 | 2 |
| MBAR | THINGUE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 0 | 3 |
| NDIENE LAGANE | EE KHAYE MBAYARD | Wolof | Wolof + Sereer | wolof | wolof | Wolof | wolof | 2 | 3 |
| NDIENE LAGANE | EE MALKA | Wolof | Wolof | Wolof | Wolof | Wolof | wolof | 0 | 2 |
| NDIENE LAGANE | EE NDIENE LAGANE | Wolof | Wolof | wolof | wolof | Wolof | wolof | 1 | 3 |
| NDIENE LAGANE | THIELE PATHIEME | Pulaar | Sereer | Sereer | Sereer | Sereer | Sereer | 3 | 3 |
| NDIENE LAYENE | KAYE WALY | Sereer | Sereer | Wolof-Sereer | Sereer | Wolof | Sereer | 1 | 3 |
| OUADIOUR | BARKAEL | Sereer | Wolof + Sereer | Sereer | Sereer | Wolof | wolof | 0 | 3 |
| OUADIOUR | DAROU FALL | Sereer | Wolof | wolof | wolof | Sereer | Pas d'enseignant | 0 | 0 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Ouadiour | EE DAROU GUEYE | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 3 |
| OUADIOUR | EE KEUR KHAR KANE | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 3 |
| OUADIOUR | EE OUADIOUR | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 3 |
| OUADIOUR | EE TEOUROU NGUEYENE | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 4 |
| OUADIOUR | EE THIENABA | Wolof | Wolof | Wolof | wolof | Wolof | wolof | 1 | 3 |
| OUADIOUR | LOUMBEL KELLY | Sereer | Wolof + Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| OUADIOUR | NIOMRE | Wolof | Wolof + Sereer | wolof | wolof | Wolof | wolof | 3 | 3 |
| OUADIOUR | OUADIOUR SEREERE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| OUADIOUR | SAMBOCK | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| OUADIOUR | SAREME | Sereer | Wolof + Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| OUADIOUR | THIABE DIENE | Pulaar | Wolof + Pular + Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| PATAR DIA | EE BOUNE FASSOW | Sereer | Pulaar | Sereer | Sereer | Pulaar | Sereer | 1 | 3 |

| PATAR LIA | EE BOUSTANE DIAW | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 3 |
|---|---|---|---|---|---|---|---|---|---|
| PATAR LIA | EE DEMBA NDIATE | Sereer | Autres | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| PATAR LIA | EE DIAMBEYE | Wolof | 0 | wolof | WOLOF | Wolof | wolof | 3 | 3 |
| PATAR LIA | EE DIANDER | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 2 |
| PATAR LIA | EE FISSEL II | Sereer | Wolof | Sereer | Sereer | Wolof | wolof | 0 | 2 |
| PATAR LIA | EE GAPASSEL | Sereer | Wolof | wolof , Sereer, pulaar | wolof | Wolof | wolof-Pulaar-Sereer | 2 | 3 |
| PATAR LIA | EE KEUR MACODOU | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| PATAR LIA | EE KEUR MEDOUNE | Wolof | Wolof | wolof | wolof | Wolof | wolof | 3 | 3 |
| PATAR LIA | EE METH | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 1 | 2 |
| PATAR LIA | EE NDOCK DIOUMA LEWROU | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 0 | 3 |
| PATAR LIA | EE SAKH MACK | Wolof | Wolof | Wolof-Sereer | Sereer | Wolof | wolof | 1 | 3 |
| PATAR LIA | EE SOMB | Sereer | Sereer | Sereer | Sereer | Autres | Sereer | 1 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| PATAR LIA | EE SOUMBEL KEUR LATYR | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| PATAR LIA | EE TOUNE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| PATAR LIA | LAYENNE | Wolof | Wolof | wolof | wolof | Wolof | wolof | 1 | 1 |
| PATAR LIA | MBENGANE | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 2 |
| patar lia | NDIEBEL | Wolof | Wolof | wolof | wolof | Wolof | wolof | 2 | 3 |
| PATAR LIA | NDOCK SARE | Wolof | Wolof | wolof | wolof | Pulaar | wolof | 1 | 3 |
| PATAR_LIA | EE GOSSAS VILLAGE | Sereer | Wolof + Pular + Sereer | Wolof-Sereer | Sereer | Sereer | Sereer | 2 | 3 |
| PATARLIA | EE SOMB | Sereer | Sereer | Sereer | Sereer | Sereer | Sereer | 1 | 3 |
| PATIR LIA | EE PATAR-LIA | Sereer | Wolof | wolof / pulaar | wolof | Wolof | wolof | 1 | 3 |

Data was collected in 59 schools in the IEF of Gossas and 166 teachers surveyed. In Gossas, there are 76.27% of schools where all actors agreed on the LOI, and in 6 out of 59 schools, the school directors and community didn't agree on the language to be selected.

According to the data collected, 8 schools did not have a teacher surveyed who had the necessary language skills to take over the class of CI in 2017/2018 for early grade reading instruction. However, following this study, all schools targeted by the program were able to designate a teacher for the 2018-2019 school year with at least a perceived minimum of language skills needed to teach reading in CI in the languages chosen.

## IA Kaffrine

Table 35: IEF Kaffrine

| Locality | School | Main language in the locality (according to school director) | Language of communication of students in schoolyard | | Language proposed for the school | | | Teachers mastering the language proposed by the community | Total n° of teachers surveyed by school |
|---|---|---|---|---|---|---|---|---|---|
| | | | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | | |
| BOULEL | EE BOULEL MONTAGNE | Sereer | Sereer | wolof-pulaar | wolof-Pulaar | Pulaar | Sereer | 1 | 2 |
| BOULEL | EE DAROU SALAM 3 | Sereer | Sereer | Sereer | Sereer | Sereer | wolof | 0 | 1 |
| BOULEL | EE KOUYATE NDIAYANE | Pulaar | Pulaar | pulaar-wolof | Pulaar | Pulaar | wolof | 0 | 1 |
| GNIBY | BONDIE | Sereer | Wolof + Sereer | Sereer-wolof | Sereer | Sereer | Sereer | 1 | 3 |
| GNIBY | EE WENDOU BOYE | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 0 | 1 |

Only 5 schools were visited in this IEF for the purposes of the mapping exercise. And only a few teachers were present when the schools were visited. This led to a situation where in three of the schools only one teacher could be asked to fill the questionnaire. And this teacher did not

master the language selected by the school community for early grade reading instruction. These leads to inconclusive results in terms of the real match between LOI and teacher language ability in these 5 cases. Out of 5 schools, all actors agreed on the LOI in two schools.

## Malem Hodar

Table 36: IEF Malem Hodar

| Locality | School | Main language in the locality (according to school director) | Language of communication of students in schoolyard | | Language proposed for the school | | | Teachers mastering the language proposed by the community | Total n° of teachers surveyed by school |
|---|---|---|---|---|---|---|---|---|---|
| | | | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | | |
| DAROU MINAME | EE KHELCOM COYE | Pulaar | Pulaar | pulaar | pulaar | Pulaar | Pulaar | 0.00 | 2 |
| DAROU MINAME 2 | EE MBABANE GOUYARD | Sereer | Pulaar | Sereer | Sereer | Sereer | wolof | 2.00 | 4 |
| DIANKE SOUF | EE DAROU SALAM DELBY | Wolof | Wolof + Pulaar | wolof-pulaar | wolof | Wolof | Sereer-wolof | 2.00 | 2 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NDIOLENE SAMBA LAMO | EE KHOUROU GALO | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 3.00 | 3 |
| NDIOUM NGAINTH | EE LEWE MALEM | Pulaar | Wolof + Pulaar | pulaar-wolof | Pulaar | Pulaar | wolof-Pula | 0.00 | 2 |
| SAGNA | EE MALEM THIALENE | Pulaar | Wolof + Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 0.00 | 1 |

A small number of schools was again covered for this IEF. In four schools out of 6, all actors agreed on the LOI to be chosen. Out of the 6 schools surveyed, half of the schools did not have a teacher available with the necessary language skills to take over the class of CI in 2017/2018.

## Koungheul

Table 37: IEF Koungheul

| Locality | School | Main language in the locality | Language of communication of students in schoolyard | | Language proposed for the school | | | Teachers mastering the language proposed by the community | Total n° of teachers surveyed by school |
|---|---|---|---|---|---|---|---|---|---|
| | | | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| FASS THIECKENE | NDIAYE COUNDA 1 | Wolof | Wolof + Pulaar | wolof | wolof | Pulaar | Pulaar | 1 | 1 |
| GAINTN PATHE | EE SIDACK | Pulaar | Wolof + Pulaar | pulaar | Pulaar | Wolof | Pulaar | 1 | 2 |
| IDA MOURIDE | DIAMAGUENE NDAME | Sereer | Sereer | Sereer | Sereer | Sereer | wolof | 0 | 1 |
| LOUR ESCALE | EE COURA KHAYE | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 0 | 2 |
| LOUR ESCALE | EE SABEL HAMDALAYE | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 1 | 1 |
| LOUR ESCALE | EE SOBEL DIAM DIAM | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Sereer | 0 | 1 |
| LOUR ESCALE | FASS NIABARDOU | Pulaar | Pulaar | Wolof, Pulaar, Sereer | Pulaar | Pulaar | Pulaar | 2 | 4 |
| MAKA YOP (mis dans Kaffrine) | EE TAIBA NDIOUFFENE | Wolof + Pulaar | Wolof + Pulaar | pulaar-wolof | wolof | Pulaar | Sereer | 1 | 1 |
| MISSIRAH WADENE | EE BANDIROUL BANTE | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 3 | 4 |
| RIBOT ESCALE | EE DIAMAGUENE | Pulaar | Pulaar | wolof-Sereer | Sereer | Pulaar | Pulaar | 0 | 1 |
| RIBOT ESCALE | EE LOUGUE YAMA | Pulaar | Pulaar | pulaar | Pulaar | Wolof | Sereer-wo | 1 | 2 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| RIBOT ESCALE | EE MAODO PEULH | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 1 | 1 |
| SALY ESCALE | EE DIAM KOUCOTE | Pulaar | Pulaar | pulaar | pulaar | Pulaar | Pulaar | 0 | 3 |

Data were collected from 13 schools visited in the IEF of Koungheul and 24 teachers surveyed. Five of these schools did not have a teacher surveyed with the necessary language skills to take over the class of CI. However, following this study, all schools targeted by the program were able to designate a teacher for the 2018-2019 school year with at least a perceived minimum of language skills needed to teach reading in CI in the languages chosen.

In 38.46% of schools directors and communities didn't agree on the LOI.

## Birkilane

Table 38: IEF Birkilane

| Locality | School | Main language in the locality (according to school director) | Language of communication of students in schoolyard | | Language proposed for the school | | | Teachers mastering the language proposed by the community | Total n° of teachers surveyed by school |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | According to the Director | According to the community | According to the community | According to the Director | According to the teachers | | |
| KEUR MBOUCKI | EE THICATTE GALLO | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 2 | 2 |
| TOUBA MBELLA | EE KEUR BAME | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 0 | 1 |
| TOUBA MBELLA | EE Bosselel Peuhl | Pulaar | Pulaar | pulaar | Pulaar | Pulaar | Pulaar | 1 | 3 |

Only three schools were part of the sample in the IEF of Birkilane.

The language situation seems to be very homogeneous in these schools where school directors, teachers and communities all agreed on the LOI being Pulaar in each case. The only national language mentioned by all stakeholders surveyed and for all situations covered was Pulaar. In one of the schools the only teacher having responded to the questionnaire did not master the language chosen by the community.

The table below summarizes the percentage and number of schools where there would be at least one teacher speaking "well" or "very well" the national language chosen by the community.

Table 39: N° and percentage of schools with at least one teacher speaking fluently the language selected by the community

| | Is there at least one teacher speaking fluently the language chosen by the community for the school? | | | | | |
|---|---|---|---|---|---|---|
| | At least1 1 teacher available speaking the selected language | | No teacher available speaking the selected language | | Total | |
| | N° schools | (%) | N° schools | (%) | N° schools | (%) |
| I.E.F Birkilane | 2 | 66.7% | 1 | 33.3% | 3 | 100.0% |
| I.E.F Diofior | 51 | 78.5% | 14 | 21.5% | 65 | 100.0% |
| I.E.F Fatick | 85 | 88.5% | 11 | 11.5% | 96 | 100.0% |
| I.E.F Foundiougne | 91 | 89.2% | 11 | 10.8% | 102 | 100.0% |
| I.E.F Gossas | 54 | 91.5% | 5 | 8.5% | 59 | 100.0% |
| I.E.F Guingueneo | 29 | 90.6% | 3 | 9.4% | 32 | 100.0% |
| I.E.F Kaffrine | 4 | 80.0% | 1 | 20.0% | 5 | 100.0% |
| I.E.F Kaolack département | 35 | 100.0% | 0 | 0.0% | 35 | 100.0% |
| I.E.F Koungheul | 11 | 84.6% | 2 | 15.4% | 13 | 100.0% |
| I.E.F Malem Hodar | 6 | 100.0% | 0 | 0.0% | 6 | 100.0% |
| I.E.F Nioro | 10 | 90.9% | 1 | 9.1% | 11 | 100.0% |
| Total | 378 | 88.5% | 49 | 11.5% | 427 | 100.0% |

In all the IEFs, more than 66% of the schools would have a teacher ready to follow the LPT training and take over the CI class according to the language chosen by the community, with Birkilane having the lowest % (66.7%) and Kaolack Department having a 100% of schools with at least one teacher speaking the national language selected.

Again, data gathered through the language mapping exercise did not cover all teachers of a given school. According to information provided by Lecture Pour Tous, almost all schools were able to designate a teacher with sufficient language skills to take over the class of CI. A ministerial note sent on 28 July 2017 had asked all school directors to designate a teacher. In only two or three cases the IEF and IA had apparently to be contacted to organize a transfer of a teacher because no teacher with the adequate language skills was available in the school.

## 4.7 Triangulation of data sets related to the choice of the language of instruction for the first cohort of program schools

The decision on the national language to be used for teaching of reading in the CI classes in the first cohort of schools in the school year 2017/2018 has been taken in several steps.

(i) Before the administration of the EGRA baseline in May 2017 as was needed to determine the EGRA sampling frame, the LPT monitoring, evaluation and learning (MEL) team reached out to the IEF of all schools to inquire about the most appropriate national language to be used as the language of instruction for the L1 early grade reading program. Within each IEF, the agent in charge of adult literacy in national languages was consulted to indicate in which language adult literacy classes were offered in each targeted school-community, used as an indication of the national language most widely used in that community. In addition, and especially for cases where the IEF indicated that the sociolinguistic context was more heterogeneous and therefore where language choice could possibly be more problematic, Lecture Pour Tous staff called school directors and mayors or other community representatives for their assessment of the majority language in that community. This is how the first list of languages per school was established. See column "Language chosen by IEF (before EGRA)".

(ii) When the Lecture Pour Tous training cycle for school directors and teachers were held in September and October, information sheets were distributed to all participants which requested again information on the national language of instruction in reading be chosen for the schools. Some directors and teachers pointed to issues with the language initially indicated by the IEF. In these cases, the initial choice was corrected by Lecture Pour Tous to correspond to the information provided by teachers and school directors. This list became the list of the languages now used in the first 1115 schools (roughly 50% of all public primary schools in each region) targeted in the initial four target regions of the Lecture Pour Tous program. See column "Language taught 2017/2018".

The language mapping study provided information collected from a different source: focus group discussions with community members. Those discussions brought together members of the school management committee, of parent associations, community organizations, religious leaders, local administrators and individual parents. Two information coming from these discussions have been selected to be triangulated with (i) and (ii). The participants of the focus group discussions were asked to indicate (a) which language was used by the students to communicate in the school yard and (b) which language the community would like to choose for early grade reading instruction in the school. This information is provided below in columns "Language used by students in the school yard (community)" and "Language chosen for the school (community)".

A triangulation of the data set allows to verify the decision taken for the first cohort of language against the opinion of the community. In the discussions, community members provided further explanation on the arguments and reasoning behind their choices.

Table 40: Discrepencies between language chosen by the community, by the IEF, and language currently used in CI classes in the pilot schools

| | Differences between language chosen by community and language proposed by IEF at the beginning of the project | | Differences between language chosen by community and language selected for start of school 2017/2018 | | Total n° of schools |
|---|---|---|---|---|---|
| | n° | % | N° | % | |
| Diofor | 3 | 4.62% | 3 | 4.62% | 65 |
| Fatick | 6 | 6.25% | 4 | 4.17% | 96 |
| Foundioune | 7 | 6.86% | 5 | 4.90% | 102 |
| Gossas | 7 | 11.86% | 3 | 5.08% | 59 |
| Birkilane | 3 | 75.00% | 0 | 0.00% | 4 |
| Kaffrine | 2 | 33.33% | 1 | 16.67% | 6 |
| Koungheul | 2 | 16.67% | 2 | 16.67% | 12 |
| Malem Hodar | 2 | 33.33% | 1 | 16.67% | 6 |
| Guingueneo | 8 | 25.00% | 7 | 21.88% | 32 |
| Kaolack département | 13 | 37.14% | 3 | 8.57% | 35 |
| Nioro | 0 | 0.00% | 0 | 0.00% | 11 |
| **Total** | **53** | **12.38%** | **29** | **7.24%** | **428** |

Generally, there were more discrepancies between the IEFs' original determination of the LOI (i.e. for the EGRA baseline and materials procurement) and the languages preferred by the community (53), than between the final language now used for teaching and the languages preferred by the community (29). Fortunately, the slight buffer of additional teaching and learning materials per language that the Lecture Pour Tous program built in to the printing order is sufficient to cover this difference.

Birkilane (75%), Kaffrine (33.3%), Kaolack Department (37.14%) and Malem Hodar (33.3%), are the four IEFs showing highest percentages of discrepancies between the choice of the community and the first choice of the IEF at the beginning of the project. However, the final LOI selection determined just before the start of school in October 2017 shows a reduction in all of these percentages based on the latest information collected during the training cycle (i.e. no discrepancy at all for Birkilane, 8.57% for Kaolack Department, 16.67% for Kaffrine, Koungheul and Malem Hodar).

Foundioune, Diofor and Fatick, with the highest number of schools surveyed, are the three IEF with the lowest number of discrepancies, in percentages.

The table below lists the 28 schools where discrepancies remain between the language chosen by the community and the language currently being taught in CI. The last column presents further arguments provided by community members for their choice.

The arguments made by focus group participants during discussion of the choice of LOI, as presented in the case of the 28 schools per the table below, illuminates the kinds of logic that many communities put forward for this choice. In almost all cases, the focus group participants arrived at their decision unanimously. The main reasons employed are

intercomprehension and communication. In cases where students come from different language backgrounds, community members look for the most common language these students use to communicate among themselves. This is most often also the most common language of communication in the community across all community members. Community members then argued that this language should thus logically also be that which is used for early grade reading instruction in the school.

According to information gathered from school directors of some of the 27 schools below and from Lecture Pour Tous staff at the regional levels, the program at the beginning of the 2017/2018 school year is running smoothly in all the schools with regard to the LOI. Although the LOI used in these cases is not the top choice preferred by the community, this decision seems to have been accepted by the parents and wider school community. As can be seen in the reasoning of the focus group members above, the argument of the focus group often turned around community language vs. language of wider communication. This might explain why either of the two languages could be accepted by the community.

Table 41: Comments of the communities regarding language to be chosen for the 27 schools with discrepancies

| IEF | Locality | School | Language chosen by community | Language chosen by IEF (before EGRA) | Language used for 2017/2018 per director & teacher in Oct '17 | Comments from community members |
|---|---|---|---|---|---|---|
| I.E.F Diofior | TATTAGUINE | EE AMATH BOURY NDIAYE | Wolof | SEREER | Sereer | On veut la langue wolof pour cette école mais aussi le séreer. Pour la synthèse, vous avez choisi la langue wolof pour votre école. Dans cette école les élèves parlent wolof en jouant dans la cours. Il y en a d'autres qui parlent séreer mais pas nombreux.<br><br>Translation: *we want Wolof for this school but also Sereer. In summary, they chose Wolof for the school. In this school children speak wolof while playing in the schoolyard, other speak Sereer but not many.* |

| I.E.F Diofior | TATTAGUINE | ELHADJI MOUSTAPHA SARR (EX TATTAGUINE 1) | Wolof | SEREER | Sereer | Ici on parle couramment le wolof mais en réalité les sérère sont plus nombreux nous retenons donc le wolof. Les langues parlées ici sont le wolof, le sérère, le diola et une petite partie de toucouleur. Mais c'est le wolof qui domine.

Cette école est dominée par la langue wolof, le sérère peu de diola et de toucouleur. Mais c'est le wolof qui domine, la majorité parle wolof en récréation. Il y a wolof et sérère mais le wolof est le plus parlé dans la cours.

Le sérère et le wolof sont plus fréquents ici. Il ya quatre langues ici wolof sérère toucouleur et diola mais le wolof est la langue commune des enfants.

Translation: *Here we speak fluent Wolof, Sereer, Diola and some speak Toucouleur. But Wolof is more frequent.*

*This school has a dominant wolof, Sereer, and some Diola, Toucouleur. Wolof predominates, most speak wolof in the schoolyard.*

*There is wolof and sereer but wolof is more frequent in the schoolyard.*

*Wolof and Sereer are more frequent here. There are four languages here: wolof, sereer, Toucouleur and diola, but wolof is the common language for children.* |
| I.E.F Diofior | TATTAGUINE | THIAMENE | Wolof | SEREER | Sereer | Le village est un village wolof même partout dans les rue les enfants parlent wolof. Nous souhaitons vraiment la |

| | | | | | | langue du milieu est wolof dans notre école Thiaméne<br><br>Translation: *this locality is a wolof village, even in the street children speak wolof. We really want wolof in our school.* |
|---|---|---|---|---|---|---|
| I.E.F Fatick | DIAOULE | DIAOULE1 | Wolof | PULAAR | Pulaar | Les enfants parlent la langue wolof même s'ils jouent entre eux avec les enfants peulh ou sérère<br>C'est la langue wolof même s'il y a des alpulaars et des sérères. Quand ils jouent ils parlent wolof.<br>Tout le monde parle la langue wolof, parents, élèves même les enseignants. La langue qu'ils parlent c'est le wolof<br>Moi je pense choisir le wolof parce que tous les enfants se débrouillent à parler le wolof je suis peulh mais je parle avec mes enfants à la maison la langue wolof.<br><br>Translation: *children speak wolof when playing together even with Peulh or Sereer children.*<br><br>*Wolof is the main language even if they are pulaar and sereer people. When playing they speak wolof.*<br><br>*Everybody speak wolof, parents, students and even teachers. They all speak wolof.*<br><br>*I think we should chose wolof because all children can manage speaking wolof. I am peulh but I speak wolof with my children at home.* |

| I.E.F Fatick | DIAOULE | GALANGUE SEREER | Wolof | SEREER | Sereer | Tu sais dans l'école il y'a 3 langue : wolof, sérère, peulh. Si tu prends sérère, les autres ne comprennent pas s'il pouvait faire introduire les trois langues c'est mieux je ne risque pas de blâmer personne donc on peut prendre toutes les 3 langues de l'école. Mais en général, les enfants essaient de parler la langue wolof c'est plus facile |
|---|---|---|---|---|---|---|
| | | | | | | Translation: *You know in school there are three languages: wolof, sereer and Peulh. If you take sereer, the others won't understand. If we could have the three languages it would be better. But in general children try to speak wolof, it is easier.* |
| I.E.F Fatick | THIARE NDIALGUI | EE NDOFFANE MOURIDE | Wolof | Sereer | Sereer | C'est juste, moi je suis peul, mes enfants sont là, les enfants de mangue sont sérère et les autochtones de ndoffane qui sont plus nombreux à l'école sont wolof. Moi, mes enfants sont sérère, mais ils parlent bien le wolof par ce que c'est la langue qu'ils utilisent le plus à l'école à cause des wolofs du village. Si j'avais à choisir, je prendrais le wolof. |
| | | | | | | C'est juste ici le wolof qui domine, les langues qui sont la a part le wolof, viennent des hameaux. Donc on peut choisir le wolof |
| | | | | | | Translation: *I am peulh, my children are here, Mangue children are sereer and people from Ndoffane are wolof. My children are sereer, but they speak wolof well because it is the language they use most at school because of the wolof children of the village. If I had to choose, I'll chose wolof.* |
| | | | | | | *This is true, here, wolof is predominant, other languages* |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | *present come from small villages around. So we can decide on wolof.* |
| I.E.F Foundioune | DJILOR | EE DJILOR SALOUM PILOTE | Wolof | Pulaar | Pulaar | Les enfants parlent wolof dans la cours. Pour le choix de la langue pour l'école  Avis partagé : Wolof<br><br>Translation: *children speak wolof in the schoolyard. For the choice of language for the school all agree on wolof.* |
| I.E.F Foundioune | TOUBA COUTA | DIAGLE | Wolof | Sereer | Sereer | Les enfants parlent wolof dans la cours. Pour la langue de l'école, je préfère le séreer. Qu'on prenne le wolof. Je propose le wolof. Je choisis le wolof.<br><br>Translation: *children speak wolof in the schoolyard. For the language of the school, I prefer sereer.*<br><br>*I want to choose wolof.*<br><br>*I propose wolof*<br><br>*I chose wolof* |
| I.E.F Foundioune | TOUBA COUTA | EE LIMANE | Wolof | Sereer | Sereer | C'est le wolof en majorité parlé dans la cour. Une fois dans la rue, ils parlent wolof, la langue nationale ; c'est compris par tous, mais de retour à la maison, mon fils parle sérère ; un autre enfant parle socé ou wolof. C'est juste, comme Lélo a dit, une fois ensemble, ils parlent wolof aussi. La moitié des enseignants sont sérères, d'autres socé. Mais ils enseignent avec le wolof. C'est ça ! c'est exact ! |

| | | | | | | C'est même réponse. |
|---|---|---|---|---|---|---|
| | | | | | | C'est ça. |
| | | | | | | C'est le wolof pour l'école; on commence avec le wolof. La meilleure  langue c'est celle qui intéresse tout le monde ; c'est le wolof. |
| | | | | | | C'est la même  réponse. Comme déjà exprimé, au sénégal chacun parler wolof. C'est la langue qui nous unit toujours si on se comprend pas en socé, pulaar ou sérère. On peut l'enseigner. |
| | | | | | | Translation: *Wolof is mostly used in the schoolyard. Once in the streets, children speak wolof, the national language and everybody understand. But back home, my children speak sereer. Other children speak socé or wolof. When together, the children speak wolof. Half of the teachers are sereer, half are socé, but they also teach in wolof.* |
| | | | | | | *Yes, exactly. Same answer.* |
| | | | | | | *This school should use wolof: we start with wolof, the best language is the language everybody can use.* |
| | | | | | | *Same answer: as already expressed, in Senegal, everybody speak wolof. It is the language that links us together if we don't understand socé, pulaar or sereer. We can teach it.* |

| I.E.F Foundioune | TOUBACOUTA | EE DIANKO MANE DE DASSILAME SEREERE | Wolof | Sereer | Sereer | Le constat est unanime que les enfants se servent de la langue wolof. La langue la plus utilisée est le wolof. La langue à utiliser à l'école doit être le wolof. Le wolof constitue par essence la langue de jonction mais aussi un outil pour atteindre la plus grande masse. En conclusion le wolof doit être instauré à l'école de DASSILAME Translation: *there is unanimity, children use wolof.* *Wolof is the language mostly used. The language for the school should be wolof. Wolof is the junction language, but is also a tool to reach most people. In conclusion, wolof should be teached in this school;* |
|---|---|---|---|---|---|---|
| I.E.F Foundioune | SOKONE | EE SOKONE5 | Wolof | Wolof | Sereer | Ils parlent wolof mais aussi il y a le séreer et le puular. Translation : *they speak wolof but also sereer and pulaar* |
| I.E.F Gossas | OUADIOUR | SAREME | Sereer | Wolof | wolof | Les enfants parlent sérère en jouant à part le français que les maitres les imposent a dire Ils ne parlent que sérère hors de la classe On les éduque bien à l'école et ils parlent sérère entre eux seul cette langue Je choisis qu'on y ait un enseignant sérère on veut la langue sérère a l'école parce que c'est leur langue qu'ils maîtrisent bien alors s'ils apprennent ça vraiment ça va leur aider et ils vont avances facilement Je choisis le sérère parce qu'ils vont savoir lire dans leur langue en plus du français |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | Je veux le sérère parce que apprendre en français sans comprendre ne fait pas de sens mais s'ils le maitrisent dans leur langue nationale d'abord sa facilite le travail pour les enseignants mais aussi les élèves.<br>Si tu vois je préfère sérère c'est que la lecture est un problème dans certains enfants donc si le gouvernement décide sa c'est du mieux parce que ça va développer<br><br>Translation: *Children speak sereeer while playing. Apart from French imposed by teachers in class, they only speak sereer. They are being taught well in school and outside school they speak sereer between them.*<br><br>*I chose sereer, we want a sereer teacher for the school because it is the language children master well so if they learn in this language this will help them to learn well.*<br><br>*I chose sereer because they will know how to read in their language in addition to reading in French.*<br><br>*I chose sereer, because learning without understanding doesn't make sense but if they master their national language first that facilitates the work for teachers but also students.*<br><br>*You see, I prefer sereerr because reading is a problem for some children so if the government decides this it is better because it will develop.* |
| I.E.F Gossas | PATAR LIA | EE TOUNE | Sereer | Pulaar | pulaar | Naturellement comme la langue dominante est sérère, la langue qui pourrait être choisi est sérère. La langue du milieu qui pourrait être choisi est le sérère par ce qu'elle est parlée par tous. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | Translation: *naturally, because the dominant language is sereer, the language which could be chosen is sereer. Because it is spoken by everybody.* |
| I.E.F Gossas | PATIR LIA | EE PATAR-LIA | Wolof | Pulaar | pulaar | La langue parlée dans la cour de l 'école est naturellement le Wolof<br>Dans cette localité il existe trois langues : le Wolof, le Pulaar et le sérère mais la langue dominante est Wolof<br>Le sérère est la langue la plus utilisée par les enfants à l'école et dans les maisons<br>La langue dominante wolof est seule qui pourrait être choisi dans notre école<br>La langue Wolof est la seule qui est parlées par l'ensemble des habitants de cette localité elle est la seule qui est tout indiquée à être choisie par l'école.<br><br>Translation: *the language spoken in the schoolyard is wolof. In this locality there are three languages, wolof Pulaar and sereer, but the dominant language is wolof. Sereer is the language most used by children in school and at home. Wolof should be chosen for the school.*<br><br>*Wolof is the only language spoken by all the residents of this locality so well-indicated to be chosen by the school.* |
| I.E.F Koungheul | LOUR ESCALE | EE COURA KHAYE | Pulaar | Pulaar | wolof | Dans la cour de récréation les élèves parlent entre eux Pular.<br>Le Pulaar est la langue choisie pour l'école.<br><br>Translation: *in the schoolyard, children speak pulaar between them. Pulaar is the language chosen for the school* |

| I.E.F Koungheul | MAKA YOP (mis dans Kaffrine) | EE TAIBA NDIOUFFENE | pulaar et wolof | Pulaar | pulaar | Les enfants parlent pulaar et wolof entre eux dans la cour de récréation<br>La langue à choisir pour l'école doit être pulaar ou wolof. Certains disent que c'est le pulaar parce qu'ils sont peulhs d'autres disent le wolof parce qu'ils sont wolof<br><br>Translation: *children speak pulaar and wolof in the schoolyard. The language to choose for the school should be either. Some say it is pulaar because they are peulh, some other say it should be wolof because they are wolof.* |
|---|---|---|---|---|---|---|
| I.E.F Malem Hodar | DIANKE SOUF | EE DAROU SALAM DELBY | Wolof | Sereer | Sereer | Le wolof est la langue dominante<br><br>Le wolof<br><br>Le Pulaar<br><br>Le wolof<br><br>Translation: *wolof is the dominant language.*<br><br>*Wolof*<br><br>*Pulaar*<br><br>*Wolof* |
| I.E.F Guigué néo | KHELCOM BIRAME | EE NDOFFANE TANWAR | Wolof | Sereer | Sereer | les enfants parlent wolof dans la cours alors on choisit le wolof.<br><br>Nous sommes d'accord pour ce choix.<br><br>Translation: *children speak wolof in the schoolyard so we chose wolof. We agree on this choice.* |

| I.E.F Koungheul | KHELCOM BIRANE | EE WARDIAKHAL | Wolof | Sereer | Sereer | Certains parlent séreer, wolof, d'autres puular. Mais quand ils s'associent dans la cour ils parlent tous wolof. Avis partagé pour le choix de la langue pour l'école : Puisque les séreer parlent wolof et les puular aussi alors on choisit le wolof. |
|---|---|---|---|---|---|---|
| | | | | | | Translation: *some speak sereer, wolof and pulaar. But when they come together in the schoolyard they all speak wolof. Because sereer people speak wolof and pulaar people speak wolof as well, we chose wolof.* |
| I.E.F Guigué néo | KHELCOM BIRANE | EE THIACALAR | Wolof | Sereer | Sereer | Dans notre zone il y a plus de séreer mais ils parlent wolof. Cela va permetre aux élèves de mieux comprendre si le français pose problème. Nous sommes en retard sur nos langues et il faut enseigner en wolof car c'est la langue la plus courante. Les enfants parlent wolof dans la cour. Nous choisissons le wolof pour l'école si ça ne constitue pas un blocage pour le français. |
| | | | | | | Translation: *in this sector, there are more sereer but they speak wolof. This will allow our children to better understand if French is an issue. We are late on our languages and we have to teach in wolof because it is the most common language. Children speak wolof in the schoolyard. We chose wolof for the school if it is not a barrier for French.* |
| I.E.F Guigué néo | KHELCOME BIRAME | EE PEULH NGADIARY | Sereer | pulaar | pulaar | Ici il ya des peulh et des séreer mais les enfants parlent plus séreer dans la cour. Je suis peulh mais nos enfants comprennet plus séreer que peulh. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | Nous voulons le séreer pour l'école car les enfants parlent plus séreer.<br>Nous sommes d'accord parce que nous souhaitons la réussite de nos enfants.<br><br>Translation: *here there are peulh and sereer but children speak mostly sereer in schoolyard. I am peulh but our children understand more sereer than peulh. We want sereer for the school because children speak more Sereer. We all agree because we want our children to succeed.* |
| I.E.F Guigué néo | KHELCOME BIRANE | EE DIAGLE NGARE NGOR | Wolof | Sereer | Sereer | Les élèves, surtout les plus petits se sentent mieux avec le wolof.<br>La langue que nous partageons c'est le Wolof<br><br>Translation: *students, especially young children, feel better with wolof. The language we all share is wolof.* |
| I.E.F Guigué néo | MBADAKHO UNE | EE SAWILA PEULH | Wolof | pulaar | pulaar | Celons lui la langue que les enfants parlent dans la cour de l'école est le wolof<br>Les wolof sont plus nombreux dans l'école ce que le directeur confirme et pour cela choisir la langue que les élèves comprennent le mieux serait l'idéal.<br>La majorité a voté pour le wolof même si c'est un village peulh<br><br>Translation: *according to him, the language our children speak in the schoolyard is wolof. There are more Wolof people in school, the school director confirms, and because of this, we need to chose the language children understand better. The majority voted for wolof even if this is a peulh* |

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| | | | | | | *village.* |
| I.E.F Guigué néo | NGATHIE NAONDE | EE DAROU SALAM | Pulaar | pulaar | Sereer | le directeur de l'école est son équipe pédagogique ont soulignés que la langue la plus parlée dans la cour de l'école est le wolof.<br>Le pulaar est langue choisie pour l'école.<br>La langue commune aux élèves est le wolof.<br><br>Translation: *the school director and his pedagogical team said that wolof is the language mostly spoken in the schoolyard. Pulaar is the language chosen for the school. The common language for children is wolof.* |
| I.E.F Guigué néo | NGATHIE NAONDE | DAGA DIAKHATE | Wolof | Sereer | Sereer | Ils ont soulignés le caractère d'avantage de la langue. Même si c'est le sérère qui est la langue de la localité, les élèves s'expriment dans la cours de l'école en wolof<br>La langue choisie pur l'école est le wolof pour la population<br><br>Translation: *even if sereer is the language of the locality, children speak in the schoolyard in wolof. The chosen language is wolof.* |

| I.E.F Kaolack département ment | chaine urbaine | NGARAF Gandiaye | Wolof | Sereer | Sereer | la majeur partie des élèves dans la cours parlent wolof quand tu t'exprimes en Sereere, il y a certains qui participent mais pas tous, alors que quand on parle wolof, tout le monde comprend La localité est majoritairement Sereere, mais il y a beaucoup de migrants qui sont venus s'installer. bien vraiment que les séréres sont plus nombreux mais la communication se fait le plus en wolof; ce qui est important c'est la facilité d'expression et avec quoi on se comprend mieux.; un autre: La zone est une zone Sereere, la langue dominante est le Sereer. A nous de voir quelle est l'opportunité de choisir le wolof et le Sereer

Translation: *the best part of the students in the schoolyard speak wolof. When you speak sereer, some participate but not all, while when we speak wolof, everybody understands. The locality is mostly sereer, but many migrants came to settle in the locality. Even though sereer are many, the communication is in wolof mostly. What matters is the easy communication and with which languages we understand each other best.*

*The sector is sereer, the dominant language is sereer. Now we have to analyse the opportunity to choose between wolof and sereer.* |
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| I.E.F Kaolack départe | NDIAFFATE | VELOR | Wolof | Sereer | Sereer | la langue parlée par les enfants pendant la recréation : selon le trésorier du CGE la langue parlée c'est le wolof .ainsi a l'unanimité de la langue parlée par les enfants est le wolof .ainsi il propose l'enseignement du wolof au |

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| ment | | | | | | niveau de l'école qui est compris de sérère et de pheul<br>Velor est un village Sereer mais l'école polarise des wolof et des pulars.<br>La langue la plus parlée est le wolof.<br>D'où nous voulons l'enseignement du wolof au niveau de l'école.<br><br>Translation: *the language spoken by children in the schoolyard: according to the CGE treasurer the language spoken is wolof. And all agree.*<br><br>*He proposes that wolof is teached in school, even if there are also sereer and peulh.*<br><br>*Velor is a sereer village but the school gathers wolof and pulaar people as well.*<br><br>*The language mostly spoken in wolof.*<br><br>*We want the teaching to be in wolof in the school.* |
| I.E.F Kaolack département | THIOMBY | THIOUPANE NDIAKANE ME | Wolof | Sereer | Sereer | Tout le monde parle wolof ici. La langue que les enfants parlent dans la cour est le wolof.<br><br>Translation: *everybody here speaks wolof. The language the children speak in the schoolyard is wolof.* |

# 5   CONCLUSIONS AND RECOMMENDATIONS

## 5.1   Conclusions

As highlighted above, the research approach initially developed for the language mapping for various reasons could not be followed for this first exercise. The limits of the approach finally chosen are acknowledged and lessons learnt will feed into our assistance to the MEN in determining the information collection and decision-making process that will be followed to establish the national language of instruction for early grade reading in advance of the 2018-2019 school year.

The data collected provides nevertheless very interesting insights into the language situation in the 427 program schools visited as well as the kinds of issues and differences in opinions that can arise generally when trying to determine the national language to be used for early grade instruction in Senegal. We have a better understanding of the linguistic profiles of these first program schools, of the languages spoken in the school environment and of language skills of school directors and teachers. The communities appreciated being consulted on the language to be chosen for their schools. An important majority was very supportive of the use of national language for early grade reading instruction. All of these findings are useful in working with the MEN to establish how the national language of instruction for early grade reading will be determined moving forward.

Some of the main conclusions are as follows:

*National language shared by the students in school*: According to the school directors, Sereer is the language spoken most commonly in the schoolyard in the Fatick region and in the Kaolack region. However, in the Kaffrine region, Pulaar is the most frequently used language. There were exceptions to these general rules in a number of cases, as outlined in the detailed findings.

*National language used by teachers in class to facilitate students' learning in French:* National languages are often used informally in class by the teachers to facilitate learning in French, especially in the early grades. Wolof is the language most widely used, followed by Sereer and Pulaar. Wolof is mostly used in regions where Wolof or Pulaar is the language chosen by the community. However, in regions where Sereer is the language most often chosen by the community, Sereer is also the language most widely used by teachers in class.

*National language used by teachers in class to facilitate students' learning in French:* The reality is that the national languages are used informally in class by the teachers. The teachers often resort to a national language when students do not understand. Wolof is the top language, followed by Sereer and Pulaar.

*How many teachers per school already master well the national language to be chosen for the school? What other languages do they use and what is their degree of proficiency?*  One of the

main criteria used by the MEN to assign teachers to CI classes in the program in schools in 2017/2018 was their oral mastery of the national language identified for the schools according to the information gathering conducted in April in time for the EGRA sampling and tender for teaching and learning materials. According to the self-evaluation asked through the questionnaires at the time of the language mapping exercise, almost all schools had at least one teacher with very good oral mastery of the national language chosen in Gossas, Foundioune, Diofor, Fatick and Kaolack. But more than half of the schools in Koungheul, Malem Hodar, Kaffrine, do not have any teacher proficient in the selected national language. Findings show that a total of 378 schools (88.5%) have at least one teacher speaking the national language chosen by the community.

According to information provided by Lecture Pour Tous, almost all schools were able to designate a teacher with sufficient language skills to take over the class of CI. A ministerial note sent on 28 July 2017 had asked all school directors to designate a teacher. In only two or three cases the IEF and IA had apparently to be contacted to organize a transfer of a teacher because no teacher with the adequate language skills was available in the school.

*School directors' skills in national languages*: The proficiency of school directors in the national language to be chosen by the school is important as they are called on to replace absent teachers and are also responsible for leading and supervising teachers, especially the younger ones.  The findings of the study show that an average of 74% of school directors speak the language chosen by the community for their school.

*Which language would the school community like to choose for the teaching of early grade reading? Is this language the same as that chosen by MEN representatives (IEF, etc.) for teaching early grade reading in the pilot classes in the 2017/2018 school year?* The results of the mapping exercise detailed in this report includes a list of the language chosen by the community for each school. We compared the language chosen by the community with the language the IEF had selected prior to the language mapping study (as needed for the EGRA sample, procurement of teaching and learning materials, and teacher assignment to the targeted CI classes and related training in October). In 53 schools out of 428, the community chose a different language than the one the IEF had selected prior to the mapping exercise. We furthermore compared the mapping exercise results with the final list of LOI languages as they are currently being introduced in the first cohort of CI classes, per data obtained from the round of training in September and October. This second comparison shows that the correction undertaken by the program based on the information collected from school directors and teachers during the training sessions already eliminated half of the cases. However, there are still 27 schools in which the choice of the community does not correspond to the language chosen by school directors and IEF officials that is being used at the beginning of the 2017/2018 school year. According to information gathered from school directors of some of these 27 schools and from Lecture Pour Tous staff at the regional levels, the program seems to run smoothly in all the schools. Although the language of instruction used is finally not the one chosen by the community, this decision seems to have been accepted by the parents and wider school community. As can be seen in the reasoning of the focus group members above, the argument of the focus group often turned around community language vs. language of wider communication.  This might explain why either of the two languages could be accepted by the community.

*Additional findings.*

Overall, 83.7 % of teachers on average across the three regions reported they would have moderate to very high difficulty teaching in the national languages. Only a small percentage (15.2% on average) reported no difficulties. This matches the findings from the EGRA baseline as well.

The study observed that 11% of school directors acknowledge they would have very high difficulty teaching in the national languages and 28.3% say they would have a high degree of difficulty. Only 20.37% indicate they would not have any difficulty teaching the national languages.

Data presented in this report are limited to the initial research questions. As has been highlighted earlier, the data available can be further analysed to inform program activities, notably communication and policy work.

## 5.2   Recommendations

*With regard to policy related to selecting the language of instruction policy:*

1.  A decision will need to be reached within the MEN, in accordance with LPT, on whether data will be collected by external enumerators in 100% of school communities in all LPT regions or whether everyone can agree on identifying through other means (existing linguistic maps, consultations with DALN representatives in IEFs, etc.) zones that are known to be generally linguistically homogenous and then agree on a differentiated methodology for verifying and determining the LOI in those zones versus in zones determined to be more linguistically heterogeneous.

2.  A decision needs to be reached related to whether the language in common between student and a given teacher posted at that school at a given point of time could drive the final decision on the national language of instruction for a school-community, as opposed to the majority language shared by the early grade students themselves. In the process of trying to make decisions on the LOI for each targeted school this year, most stakeholders were driven by the issue of the majority language for students and the MEN (at the level of the IA, IEF and school directors) then worked to then assign teachers who spoke that majority language to that grade for the 2017/2018 school year.

3.  A decision also needs to be reached regarding who actually makes the final decision on the choice of language – whether the community or the MEN in some authority (whether in the person of the school director or IEF). This year, the decisions in nearly all cases came down to the MEN. The Lecture Pour Tous program has subsequently flagged this question as a priority policy issue for the coming year, with the goal of helping the MEN decide what will be the LOI information-gathering (mapping) and decision-making process in time to have clarity on this well in advance of the 2018/2019 school year.

4. Once determined, the national language selected as the LOI for early grade reading should be included with Geographic Information Systems (GIS) data for each school-community in the Lecture Pour Tous and MEN school mapping systems.

5. A policy decision will be needed regarding L1 in-service training to be provided to all teachers, particularly given that the findings of this study corroborate those from the EGRA baseline, and show that teachers are generally finding very difficult to teach in a national language.

*With regard to language mapping study design:*

1. Given the limits of the present study, it will be crucial to carefully plan the next study to be able to follow the full mapping methodology as recommended and in keeping with policy decisions made by the MEN in terms of who has the final word on selecting the LOI for early grade reading in national languages, following what process and based on which data. Ideally, this will include both direct observations of language use of students in the schoolyard, for those school-communities identified to be in potentially linguistically heterogeneous areas, as well as short language tests for teachers. Wherever possible, self-declarations by study subjects should be triangulated with other data to improve the validity of these data.
2. The training of the enumerators is very important for quality data collection and for inter-rater reliability. This is particularly relevant for leading the focus group discussions. The way in which the program and its purpose are presented to the community determine to a large extent their reactions.
3. Associating IEF inspectors in the selection and training of enumerators and the supervision of the data collection proved to be a very relevant approach and should be continued.
4. Data collected through focus group discussions is very rich. Sufficient time and budget needs to be allowed for the transcription of the discussions and a detailed content analysis of the transcriptions.
5. In addition to the focus group discussion data, answers to open questions in the questionnaire should be further analysed. This qualitative data gives interesting insights into the perceptions and opinions of stakeholders related to the new reading program and the bilingual approach.
6. The next language mapping will be conducted when the first cohort of teachers will have started in the first program schools. Lessons learnt from this first experience should be integrated into the study design.